

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

The Organization, Administrative Practices, and Teaching Personnel of the Four-Year and Six-Year High Schools of Kentucky

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H. W. PETERS
Superintendent of Public Instruction

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State Totals	15,641	34,776	24,646	20,180	15,198	124,504	5,080	24.5			
White	14,240	32,482	22,959	18,953	14,325	115,788	4,695	24.7			
Colored	1,401	2,294	1,687	1,227	873	8,716	4,385	22.8			
Public	15,530	32,187	22,401	18,184	13,801	115,510	4,564	25.3			
Private	111	2,589	2,245	1,996	1,397	8,994	516	17.5			

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FOREWORD

The information contained in this bulletin was submitted by J. Dorland Coates in partial fulfillment for the Degree of Doctor of Philosophy in the Colorado State College of Education. As the title indicates, it contains information on the organization, administrative practices, and teaching personnel of the four-year and six-year high schools of Kentucky. After a careful examination of the material contained in this study, it appeared that it contained valuable information for the use of school people of this Commonwealth. I have, therefore, secured the consent of the author to publish it as an official bulletin of this Department. I recommend it for your careful consideration.

H. W. PETERS,
Superintendent Public Instruction.

COLORADO STATE COLLEGE OF EDUCATION

Greeley, Colorado.

THE ORGANIZATION,
ADMINISTRATIVE PRACTICES, AND TEACH-
ING PERSONNEL OF THE FOUR-YEAR
AND SIX-YEAR HIGH SCHOOLS
OF KENTUCKY.

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FIELD STUDY NUMBER 1

Submitted in Partial Fulfillment of the Requirement
for the Degree of Doctor of Philosophy in
Colorado State College of Education
Greeley, Colorado.

by

J. DORLAND COATES

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Division of Education

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Examination on Field Study Number *One*. Date, August 10, 1936.

WM L WRINKLE
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ABSTRACT

COATES, J. DORLAND. *The Organization, Administrative Practices, and Teaching Personnel of the Four-Year and Six-Year High Schools of Kentucky*. Field Study No. 1. Unpublished Doctor's Field Study, Colorado State College of Education, Greeley, Colorado, 1936.

1. Purpose

The chief purposes of this study are: (1) To make an analysis of the organization and the administrative and teaching forces of the four and six-year high schools of Kentucky; (2) to determine the differences, if any, that exist between the two types of organizations or between different size schools of the same organization with particular reference to length of school year, length of school day, length of class periods, library personnel, pupil-teacher ratio, preparation, experience, tenure and salaries of the principals and the teachers in the four and six-year schools in Kentucky.

The findings of this study will serve two purposes, namely: (1) They will enable the author to discuss accurately with his staff and the prospective high school teachers the conditions found in the four and six-year high schools of the state; (2) the findings will depict to the State Department of Education and the local boards of education the present condition of the four and six-year high schools of the state with particular reference to organization and administrative and teaching forces, as compared with the high schools throughout the United States.

2. Procedure

The data for this study were secured from the Organization Reports of the high schools of Kentucky for 1935-36, found in the State Department of Education, Frankfort, Kentucky. Approximately 75 per cent of the four-year and six-year high schools in Kentucky are represented in this study. The schools were selected at random and later checked to assure a representative distribution of all areas of the state. The latter check was necessary since various parts of the state differ in their educational programs.

These schools were classified into five groups according to size. The size groups and group titles used in this study for the purpose of comparisons are the same as are found in "The Smaller Secondary Schools",¹ a portion of the National Survey of Secondary Education. Whenever possible, the tables including the data were arranged to coincide with those of this national survey. This arrangement enabled the author to make direct comparisons of the high schools in Kentucky with the high schools of corresponding sizes throughout the United States.

¹Ferriss, Emery; Gaumnitz, W. H.; Brammel, Roy. *The Smaller Secondary Schools*. Bulletin No. 17, 1932. United States Office of Education, Washington, D. C., 1932.

3. Conclusions

This study shows that from the point of view of organization, administrative practices, and teaching personnel, the four and six-year high schools differ in few respects. It was found that the real differences are between the various size groups in each class of schools. The data show that in both classes of schools in Kentucky, the larger schools tend to have the better prepared and better paid principals and teachers. The salaries of the principals and teachers, as a whole, are very low. The distribution of the teaching load indicates better working conditions in the larger schools.

4. Recommendations

This study has indicated very clearly the general superiority of the larger schools over the smaller schools. The majority of the high schools in Kentucky are of the smaller type schools, those enrolling fewer than 150 pupils. It is generally conceded that all the children of the state should have opportunities for an adequate education. In Kentucky this may be done in two ways: First, by increasing the efficiency of the high schools by the granting of state funds to those communities unable to finance good schools; and second, by consolidation of the extremely small schools into a central or regional school large enough to provide an adequate program.

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ACKNOWLEDGMENTS

To all those who have aided in the development of this study the author wishes to extend grateful thanks. He is indebted to Mr. Mark Godman, State Supervisor of High Schools of the Kentucky State Department of Education, and members of his staff for their hearty cooperation and assistance. He also wishes to express his appreciation to Dr. W. L. Wrinkle for his valuable help in directing this study, and to Dr. O. L. Troxel and Dr. F. L. Whitney for their valuable suggestions. Without the cooperation of these individuals this study could not have been completed.

J. D. C.

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TABLE OF CONTENTS

	Page
ABSTRACT	v
ACKNOWLEDGMENTS	vii
LIST OF TABLES	ix
CHAPTER I. INTRODUCTION	1
1. Types of Schools in Kentucky.....	1
2. Purpose	1
3. Previous Studies	1
4. Source of Information	3
5. Procedure	3
6. Summary	3
CHAPTER II. GENERAL FEATURES OF ORGANIZATION.....	4
1. Scope of the Chapter	4
2. Number and Size of Schools.....	4
3. Number of Teachers on Staff.....	4
4. Number of Pupils Per Teacher	7
5. Types of Schools Studied.....	9
6. Length of School Year	9
7. Length of School Day.....	11
8. Length of Class Periods	12
9. Size of Classes	13
10. Retention of Pupils	14
11. Full-Time Librarians	16
12. Availability of the Library	16
13. Summary	18
CHAPTER III. THE PRINCIPAL	20
1. Scope of the Chapter	20
2. The Principal's Professional Preparation	20
3. Date of Highest Degree	22
4. College Granting Degrees	24
5. Training in the Professional Subjects.....	26
6. Total Years of Experience	28
7. Tenure	30
8. Length of Service in High School	32
9. Teaching Load	33
10. Salary	34
11. Summary	36
CHAPTER IV. THE TEACHERS	38
1. Scope of the Chapter	38
2. Degrees Held	38
3. Date of Degree	40
4. College Granting Degrees	41
5. Professional Preparation	43
6. Total Teaching Experience	45
7. Amount of Experience in High School Teaching	45
8. Tenure	48
9. Teaching Load	48
10. Relation of Preparation to Instructional Duties	51
11. Salary	52
12. Summary	55
CHAPTER V. SUMMARY AND RECOMMENDATIONS	56
1. Summary	56
2. Recommendations	59
3. Problems for Future Study.....	59
APPENDIX A. ANNOTATED BIBLIOGRAPHY	61

LIST OF TABLES

		Page
TABLE I.	The Size of 233 Four-Year and 224 Six-Year High Schools of Kentucky, 1935-36, and of 505 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932	5
TABLE II.	Distribution of the 233 Four-Year and 244 Six-Year High Schools of Kentucky, 1935-36, and 490 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Number of Teachers on the Staff	6
TABLE III.	Distribution of 233 Four-Year and 224 Six-Year High Schools of Kentucky, 1935-36, According to the Number of Pupils Per Teacher	8
TABLE IV.	The Number and Per Cent of the 233 Four-Year and 224 Six-Year High Schools of Kentucky Which Are County Schools and Which Are Independent City Schools	8
TABLE V.	Distribution of 232 Four-Year and 212 Six-Year High Schools of Kentucky, 1935-36, and 491 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Length of the School Year in Days.....	10
TABLE VI.	Distribution of the 226 Four-Year and the 213 Six-Year High Schools of Kentucky, 1935-36, According to the Length of School Day in Hours Exclusive of Recesses and Lunch Period	11
TABLE VII.	The Number and Per Cent of the 234 Four-Year and 224 Six-Year High Schools of Kentucky, 1935-36, and of 505 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, with Forty-Minute Class Periods or Less and with Class Periods of More Than Fifty Minutes.....	12
TABLE VIII.	Distribution of the Four-Year and Six-Year High Schools of Kentucky, 1935-36, According to Size of Classes	13
TABLE IX.	Percentage Retention of the Pupils in Grades 10, 11, and 12 on the Basis of 100 for Grade 9 as Found in the 233 Four-Year and 223 Six-Year High Schools of Kentucky, 1935-36, and of the 496 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932	15
TABLE X.	The Number of the 233 Four-Year Schools and 223 Six-Year High Schools in Kentucky, 1935-36, and 328 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, Having No Full-Time Librarian and Having One or More Full-Time Librarians	17
TABLE XI.	Distribution of the 228 Four-Year and 221 Six-Year High Schools of Kentucky, 1935-36, According to the Number of Class Periods the Library is Open to Pupils	18

LIST OF TABLES—Continued.

	Page
TABLE XII. The Number and Per Cent of the Principals of the 227 Four-Year and 222 Six-Year High Schools of Kentucky, 1935-36, and of 454 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, Grouped According to the Highest Degree Held	21
TABLE XIII. Distribution of the Principals of 223 Four-Year and 217 Six-Year High Schools of Kentucky, 1935-36, and of 395 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Year in Which Their Highest Academic Degrees were Received	23
TABLE XIV. The Per Cent of the Principals of 228 Four-Year and 220 Six-Year High Schools of Kentucky, 1935-36, Who Received Their Highest Degree from the Various Colleges of Kentucky and from Out-of-State Colleges	25
TABLE XV. Distribution of the Principals of 201 Four-Year and 192 Six-Year High Schools of Kentucky, 1935-36, and of 389 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Number of Semester Hours of Preparation in the Professional Subjects	27
TABLE XVI. Distribution of the Principals of 218 Four-Year and 216 Six-Year High Schools of Kentucky, 1935-36, and of 457 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Number of Years of their Teaching and Administrative Experience	29
TABLE XVII. Distribution of the Principals in 231 Four-Year and 219 Six-Year High Schools of Kentucky, 1935-36, and of 455 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Number of Years in their Present Position	31
TABLE XVIII. Distribution of the Principals of 227 Four-Year and 214 Six-Year High Schools of Kentucky, 1935-36, According to the Number of Years of Teaching Experience in High School	32
TABLE XIX. The Teaching Load of the Principals of 218 Four-Year and 204 Six-Year High Schools of Kentucky, 1935-36; the Teaching Load Being Equal to the Number Pupils Taught Each Day Multiplied by the Number of Days Taught	33
TABLE XX. Distribution of the Principals of 222 Four-Year and 203 Six-Year High Schools of Kentucky, 1935-36, and of 430 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Salaries Received	35
TABLE XXI. The Number and Per Cent of 872 Teachers of the Four-Year High Schools and 1,218 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,874 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to Highest Degree Held	39

LIST OF TABLES—Continued.

	Page
TABLE XXII. Distribution of 817 Teachers of the Four-Year and 1,144 Teachers of the Six-Year High Schools of Kentucky, 1935-36, According to the Year in Which their Highest Academic Degrees were Received	40
TABLE XXIII. The Per Cent of 844 Teachers of the Four-Year High Schools and 1,184 Teachers of the Six-Year High Schools of Kentucky, 1935-36, Who Received their Highest Degree from the Various Colleges of Kentucky and from Out-of-State Colleges	42
TABLE XXIV. Distribution of 765 Teachers of the Four-Year High Schools and 1,057 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,540 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to Number of Semester Hours of Preparation in the Professional Subjects.....	44
TABLE XXV. Distribution of 829 Teachers of the Four-Year High Schools and of 1,170 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,856 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Number of Years of their Teaching Experience	46
TABLE XXVI. Distribution of 754 Teachers of the Four-Year High Schools and 1,178 Teachers of the Six-Year High Schools of Kentucky, 1935-36, According to the Number of Years of Teaching Experience in High School	47
TABLE XXVII. Distribution of 823 Teachers of the Four-Year High Schools and 1,176 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,846 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Number of Years in their Present Position	49
TABLE XXVIII. The Teaching Load of 832 Teachers of the Four-Year High Schools and 1,124 Teachers of the Six-Year High Schools of Kentucky, 1935-36; the Teaching Load Being Equal to the Number of Pupils Taught Each Day Multiplied by the Number of Days Taught.....	50
TABLE XXIX. The Per Cent of 755 Teachers in the Four-Year High Schools and 1,184 Teachers of the Six-Year High Schools of Kentucky, 1935-36, Who are Teaching in their Major Field of Preparation, their Minor Field of Preparation or Other Fields	51
TABLE XXX. Distribution of 809 Teachers in the Four-Year High Schools and 1,109 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,860 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932, According to the Salaries Received.....	53

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Chapter I

INTRODUCTION

1. Types of Schools in Kentucky

Practically every type of high school organization is found in Kentucky;¹ junior high schools, grades 7, 8, and 9; six-year high schools, grades 7 to 12; traditional four-year high schools, grades 9 to 12; three-year senior high schools, grades 10 to 12; and two and three-year high schools, grades 9 to 10 or grades 9 to 11.

There are 848 high schools in Kentucky. Of this number 89 are private schools, 75 public high schools for colored children, and 684 public high schools for white children. Only 14 strictly junior high schools and 7 strictly senior high school organizations are found. There are 275 high schools of the six-year organization and 340 of the four-year plan. The remainder of the schools are two and three-year high schools, grades 9 to 10 or grades 9 to 11.

2. Purpose

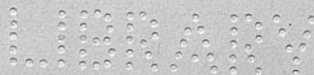
The chief purpose of this study is to make an analysis of the organization, administrative and teaching forces of the high schools in Kentucky. The author of this study is employed in the secondary school of one of the state-supported teachers colleges. It is believed that this study will serve two purposes, namely: (1) The study will enable the author and his staff to discuss accurately the conditions of the high schools in Kentucky with the prospective high school teachers of the state who receive their preparation in this institution; (2) the study will depict to the State Department and the local boards of education the present conditions of the high schools of the state with reference to organization, and the administrative and teaching forces, as compared with high schools throughout the United States.

3. Previous Studies

The available literature pertinent to this study was reviewed by the author. Most of the data in studies pertaining to secondary education were treated in such a manner that direct relationships to this survey were impossible. Probably the best and most recent survey of the problems confronting secondary education is the National Survey of Secondary Education.² This study was instigated by the membership of the North Central Association of Colleges and Secondary Schools and conducted by Dr. Leonard V. Koos, of the University of Chicago, under the direction of William John Cooper, United States Commissioner of Education. The section of the survey entitled "The

¹ Richmond, J. H. *Organization and Rating of Kentucky High Schools*. Educational Bulletin No. 5. Department of Education, Frankfort, Kentucky, July, 1935.

² Koos, Leonard, and others. *National Survey of Secondary Education*. Bulletin No. 17, 1932. United States Office of Education, Washington, D. C., 1932.



Smaller Secondary Schools", written by Ferriss, Gaumnitz, and Brammell,³ undertook to make comparisons of the several sizes of high schools with a view of throwing into relief the outstanding characteristics of the education found in them. The study was based on 614 schools located chiefly in rural and semirural areas. A portion of these schools was selected because of outstanding achievements, while the remainder of the schools were selected at random. The conclusion of this survey was that "size is a more important factor than selected in making for constructive differences among small schools".

Rufi,⁴ after an intensive study of five high schools in Pennsylvania, concludes: "There is a general feeling that the rural boy and girl are being deprived of many of the educational advantages to which they are rightfully entitled. Very much adverse criticism has been directed toward the small rural or village high school and serious charges have been made against its efficiency. More than one-half million of our youth receive their secondary education in these small high schools, hence their importance as a part of our educational system cannot be questioned. The boys and girls in these schools are not receiving a square deal educationally."

Ferriss,⁵ in a study of the rural high schools, states: "One of the significant phases of popularization of secondary education has been the growth of high schools in rural and semi-rural communities. To place a high school within reach of every child in such communities has necessarily meant the establishment of large numbers of small high schools with small staffs of instruction. The most pressing problems spring entirely or in part from one source, namely: the smallness of the rural and semi-rural high schools. The smaller the school, the more serious the problem becomes."

Romer,⁶ in a paper read before the Department of Rural Education of the National Education Association, stated: "When we consider the small high schools and try to devise a plan of improvement, we realize how baffling the problem is. In the final analysis most of these evils are due to either a real or imaginary financial problem. Better teachers, lighter teaching-load, more supervision, wider curricula offerings, better equipment, etc., all mean more money. The crux of the whole matter is that nowhere in the economy of our educational thinking can we justify the financial outlay necessary to the bringing of these conditions up to standard under our present organization. By eliminating a great number of these useless high schools scheme as the Illinois community high school plan, or by establishment through consolidations, or through the inauguration of some such ment of more junior high schools to feed centrally located and well organized senior high schools, can this problem be solved."

³ Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932. United States Office of Education, Washington, D. C., 1932.

⁴ Rufi, John. *The Small High School*. Contributions to Education, No. 236. Teachers College, Columbia University, New York, 1926.

⁵ Ferriss, Emery. *The Rural High School*. Bulletin No. 10, 1925, United States Office of Education, Washington, D. C., 1925.

⁶ Romer, Joseph. "A Comparison of Large and Small High Schools." *Proceedings*, Volume 62, pp. 702-706. National Education Association, Washington, D. C.

4. Source of Information

The data for this study were obtained from the Organization Reports of the high school principals for 1935-36, found in the Division of the Secondary Education of the State Department of Education, Frankfort, Kentucky. The author was given access to all the files in this division.

5. Procedure Used in This Study

This study is devoted to the public high schools for white children on the six-year plan and the four-year plan of organization. From the figures given it will be noted that these two types of organization constitute 89 per cent of the public high schools for white children. In this survey approximately 75 per cent of the four-year and six-year schools have been included. In order to make the picture as complete as possible, the study has included high schools with enrollments ranging from fewer than 20 pupils to a group of schools enrolling more than 300 pupils. With respect to the number of teachers, the schools studied range all the way from a four-year high school with one teacher to schools with more than 25 teachers. The locations of these schools were checked to assure a geographical distribution throughout Kentucky. This was essential since different regions of the state differ in their educational programs.

The description of the general status and the characteristics of the high schools are based on the information of 233 four-year high schools and 224 six-year high schools. Throughout this study they are referred to as four-year schools and six-year schools. The data on unselected four-year high schools reported in this study are taken from the National Survey of Secondary Education, "The Smaller Secondary Schools".⁷ The grouping and group members of the four and six-year schools studied, for the purpose of comparisons, are the same as are found in the National Survey of Secondary Education. For the purpose of analysis and comparisons, these schools are classified into five size groups: Group IA contains those schools with 40 pupils or fewer; Group IB contains those schools with enrollments of 41 to 75 pupils; Group II those schools enrolling 76 to 150 pupils; Group IIIA those schools enrolling 151 to 300 pupils; and Group IIIB those schools enrolling more than 300 pupils.

6. Summary

This study shows that from the point of view of organization, and the administrative and teaching forces, the four and six-year high schools, as a class, differ in few respects. It is found that the real differences are between the various size groups in each class of schools. The data show that in both classes of schools in Kentucky the larger schools tend to have the best prepared and best paid principals and teachers. The salaries of the principals and teachers, as a whole, are very low. The distribution of the teaching load indicates better working conditions in the larger schools.

⁷Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary Schools*.

Chapter II

GENERAL FEATURES OF ORGANIZATION

1. Scope of the Chapter

The present chapter will be concerned with certain more general characteristics of the organization of the four and six-year schools. The topics included will be: Size of the schools studied; number of teachers; pupil-teacher ratio; length of the school year; length of the school day, length of class periods; size of classes; retention of pupils; librarians; and the amount of time the library is available to the pupils.

2. Number and Size of Schools

The number and size of schools studied are given in Table I. On the basis of pupil enrollment, the schools range from one school with 10 pupils to one with 861. Between these two extremes, the schools of each size group are well distributed over the state of Kentucky. The average enrollment ranges in the four-year schools from 33.8 in the group of schools enrolling fewer than 40 (Group IA) to 402.9 in the group of schools enrolling more than 300 pupils (Group IIIA). In the six-year schools, the range is from 59.1 in schools enrolling 41 to 75 pupils (Group IB) to 486.5 in the schools enrolling more than 300 (Group IIIA). It is noted here that there is no six-year school with an enrollment of fewer than 40 pupils. The range of the enrollment of the four-year schools is less than that of the unselected four-year schools. The range of the average enrollment for the unselected four-year schools is 25.9 in schools enrolling fewer than 40 pupils (Group IA) to 471.7 in schools enrolling more than 300 pupils (Group IIIB). The six-year schools have a somewhat higher enrollment than four-year schools of a similar group, with the exception of those schools enrolling 76 to 150 pupils (Group II) in which we find the reverse situation. The general average enrollment for all groups is 123.1 pupils per school for the four-year schools and 215.6 pupils per school for the six-year schools. For the unselected four-year schools the average enrollment for all groups is 175.1 pupils per school.

It will be noted that the average number of pupils per teacher increases regularly in both types of schools as the number of pupils enrolled increases. This tendency will be discussed in detail in a later section.

3. Number of Teachers on Staff

In terms of the number of teachers, as shown in Table II, the range of the four-year schools is from an average of 2.5 teachers per

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TABLE I

The Size of 233 Four-Year and 224 Six-Year High Schools of Kentucky, 1935-36, and of 505 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education 1932.*

Class Group†	Four-Year Schools, Kentucky					Six-Year Schools, Kentucky‡				Unselected Four-Year Schools				
	IA	IB	II	IIIA	IIIB	IB	II	IIIA	IIIB	IA	IB	II	IIIA	IIIB
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number schools studied	32	95	57	37	12	20	128	51	25	72	92	110	107	124
Average enrollment	33.8	55.3	102.2	211.6	402.9	59.1	109.7	207.5	486.3	25.9	51.4	107.2	219.4	471.7
Average number teachers	2.5	3.4	5.5	9.5	17.0	3.7	5.1	8.4	15.0	2.8	4.0	6.7	10.0	18.5
Average number pupils per teacher	13.5	16.2	18.6	22.2	24.8	15.9	21.5	24.7	32.4	9.2	12.8	16.0	21.9	25.5

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 2. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

TABLE II

Distribution of the 233 Four-Year and 244 Six-Year High Schools of Kentucky, 1935-36, and 490 Unselected Four-Year High Schools as Reported by the National Study of Secondary Education, 1932* According to the Number of Teachers on the Staff.

Number of Teachers	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools						
	Group‡						Group‡					Group‡						
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
25-up					1	1				3	3						21	21
21-24										2	2						29	29
16-20					4	4			1	3	4			1	7		37	45
11-15				7	6	13			3	13	16		1	6	53		27	87
9-10				10	1	11			10	21	15		1	9	30		1	41
7-8			3	17		20			21		23		4	28	10	1		43
5-6		2	21	4		27		2	14		78		21	48	4			74
4		10	21			31	6	48	1		55	10	22	14				46
3	3	55	10			68	13	14			27	38	34	2				74
2	28	29				57	1				1	19	7					26
1	1					1						3	1					4
Total	32	96	55	38	12	233	20	128	50	26	224	71	91	108	104	116		490
Mean number teachers	2.5	3.4	5.5	9.5	17	5.8	3.7	5.1	8.4	15	7.1	2.8	4	6.7	10	18.5		9.3

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary Schools*. Bulletin No. 17, 1932. United States Office of Education, Washington, D. C., 1932. P. 6.

‡ Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

school in the group of schools enrolling fewer than 40 pupils (Group IA) to an average of 17 teachers per school in the group of schools enrolling more than 300 pupils (Group IIIB). In the six-year schools, there is a range of an average of 3.7 teachers per school in schools enrolling from 41 to 75 pupils (Group IB) to an average of 15 teachers per school in those schools enrolling more than 300 pupils (Group IIIB). The average number of teachers per school in schools enrolling from 41 to 75 pupils (Group IB) of the four-year schools is slightly less than the average of the corresponding group of six-year schools. In the four-year schools enrolling more than 75 pupils, there is an average number of teachers slightly more than the corresponding groups of six-year schools. As a whole, the four-year schools have fewer teachers per school than the six-year schools.

Both the four-year and the six-year schools in Kentucky have fewer teachers by size groups than the unselected four-year schools found in the National Survey of Secondary Education. The average number of teachers per school in the unselected four-year group is 9.3 teachers as compared with 7.1 teachers per school in the six-year schools and 5.8 teachers per school in the four-year schools. One one-teacher school occurs in the four-year schools and one in the six-year schools. Less than .5 of one per cent of the four-year schools have more than 25 teachers while 1.3 per cent of the six-year schools exceed this number. In the unselected four-year schools 4.3 per cent of the schools have more than 25 teachers. These data seem to indicate that the high schools in Kentucky tend to have fewer teachers than do the high schools of corresponding size throughout the United States.

4. Number of Pupils per Teacher

The smaller the schools, the fewer pupils per teacher. This tendency is shown in Table III. The pupil-teacher ratio in this table was found by dividing the total enrollment by the number of teachers.

In the four-year schools, as a class, an average of 22.5 pupils per teacher is noted while the average of the six-year schools is 25.8 pupils per teacher. In both classes of schools, this ratio increases up to the group of schools enrolling 150 or more. In schools enrolling more than 150, the pupil-teacher ratio is about constant. In each type of schools, the pupil-teacher ratio of schools enrolling 76 to 150 pupils is approximately the same. The four-year schools enrolling fewer than 75 pupils have a greater number of pupils per teacher than schools of the corresponding size in the six-year group.

These data reveal a significant fact. The average number of pupils per teacher in the schools of Kentucky is greater than is found in the corresponding size schools throughout the United States. (See Table I.) In all three classes of schools, the average number of pupils per teacher is low in those schools enrolling fewer than 75 pupils.

TABLE III

Distribution of 233 Four-Year and 224 Six-Year High Schools of Kentucky, 1935-36, According to the Number of Pupils per Teacher.

Number of Pupils Per Teacher	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					
	Group*						Group*					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	
1	2	3	4	5	6	7	8	9	10	11	12	
36-37								1	3			4
34-35	1			1	1	1	4		5	1		8
32-33		3		1	1	2	7		11	5	2	17
30-31		1		3	6	1	11	1	12	9	6	28
28-29		1		8	8	1	18	1	9	8	5	23
26-27		7		7	4	3	21	1	11	13	4	29
24-25		10		7	7	2	26	1	21	7	4	33
22-23	2	15		13	7	1	38	1	23	3	2	29
20-21	3	16		9	4	1	33	3	18	1	2	24
18-19	10	21		5			36	3	14			17
16-17	5	11		1			17	5	3			8
14-15	4	11					15	1				1
12-13	6						6	2				2
10-11	1						1	2				2
Total	32	96	55	38	12	233	20	128	50	26	224	
Mean number pupils per teacher	13.5	16.2	18.6	22.2	24.8	22.5	15.9	21.5	24.7	32.4	25.8	

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

TABLE IV

The Number and Per Cent of the 233 Four-Year Schools and 224 Six-Year Schools of Kentucky Which are County Schools and Which are Independent City Schools.

Type	Four-Year Schools, Kentucky							Six-Year Schools, Kentucky†					
	Group*							Group*					
	IA	IB	II	IIIA	IIIB	Total	Per Cent	IB	II	IIIA	IIIB	Total	Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14
County	28	88	32	15	6	169	72	16	97	31	7	151	66.9
City	4	8	23	23	6	64	28.9	4	31	19	19	73	33.1
Total	32	96	55	38	12	233		20	128	50	26	224	

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

5. Types of Schools Studied

The type of district in which we find the high schools is shown by Table IV. The table indicates that the majority of the high schools, both four and six-year, are county high schools. Of the four-year schools enrolling fewer than 40 pupils (Group IA) 87.5 per cent are county schools, as compared with 39.5 per cent in schools enrolling more than 150 (Group IIIA). The difference in the total percentage between the four and six-year schools is too small to have any significance.

Comparisons cannot be made with the unselected four-year schools, for these data of the National Survey of Secondary Education are based on schools located in the village or city and in the open country. A four-year or six-year school listed as a county school is not necessarily in the open country. In some cases the high school in the county seat is the county high school and would be listed as a county school while a corresponding school in the unselected four-year schools would be listed as city or village.

6. Length of School Year

One measure of educational opportunity afforded children in attendance is the length of the school year. On this basis the data indicate that in general the smaller the school the less opportunity afforded. However, the difference between the groups is so slight that little, if any, significance can be attached to this situation.

The average length of school year in days is 178 for all three groups of schools. It will be noted in both four-year and six-year schools that as the size of the group increases, the percentage of those schools with 175 days or less or 181 days or more increases. This means that the smaller schools tend to operate the minimum of 175 days, as required by the State Department of Education. The difference in the four-year schools and the six-year schools as groups with respect to the per cent operating 175 days or less and 181 days or more is very slight. No four-year school with enrollment of fewer than 150 operates more than 181 days, while 4.4 per cent of these schools with enrollment of less than 150 operate less than 175 days.

For the unselected four-year schools the percentage of schools with 175 days or less in the school year decreases as the size group increases. This tendency is contrary to the condition found in the four-year schools. The percentage of unselected four-year schools teaching 181 days or more increases rapidly as the size group increases. While this is true with the other two types of schools, this increase is not as marked.

As indicated, the average number of days in the school year of all groups is approximately the same. However, the proportion of the relatively long and relatively short year varies. It is noted in the unselected four-year schools that 16.3 per cent of the schools operate 175 days or less in their school year while 25.2 per cent operate 181 days or more. These percentages compared with those in the four and six-year schools indicate that a greater proportion of the

TABLE V

Distribution of 232 Four-Year and 212 Six-Year High Schools, 1935-36, and 491 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Length of the School Year in Days.

Number of Days	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
196-200				2		2			2		2		2	3	1	9	15
191-195				1	2	3		1		2	2		1	7	4	5	17
186-190				2		2				2	3	3	5	10	9	20	47
181-185				2		2			1	1	2	3	4	8	14	16	45
178-180	11	30	19	12	5	77	9	46	14	5	74						
176-177	19	64	32	17	3	135	10	62	26	11	109	49	56	53	64	60	287
171-175	1	2	2	2	1	8		5	2		11	9	7	10	8	10	44
166-170					1	1		2			2	2	4	3	1	1	11
161-165							1	1			2	2				1	1
0-160		1	2	1		4		3	2		5	5	7	8	3	1	24
Total	31	97	55	37	12	232	20	120	47	25	212	71	86	107	104	123	491
Mean number days	177	177	176	179	178	178	177	177	178	180	178	178	177	175	180	182	178
Per cent 175 days or less	3.2	3	7	8.1	16.6	6.4	5	9.1	8.5	8	9.4	21.7	20.9	19.6	11.5	10.6	16.3
Per cent 181 days or more				13.5	16.6	3		.8	6.4	20	4.2	8.5	13.9	26.9	26.9	40.7	25.2

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 15. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

schools in the United States operate more days per year than do the schools of corresponding size in Kentucky.

7. Length of School Day

In computing the length of the school day in hours, the amount of time used for recesses is not included in the school day. The noon recess varies from twenty minutes to ninety minutes, and some schools have as long as thirty minutes for the recess during the morning and fifteen minutes in the afternoon. In other words, only time used for instructional purposes and the study halls has been considered.

There is no definite relationship between the size of schools and the length of the school day. This is true for both four and six-year schools. The least relationship is found in the schools enrolling between 151 to 300 pupils (Group IIIA). The median school day in the four-year schools is 6.6 hours while it is six hours in the six-year

TABLE VI
Distribution of the 226 Four-Year and the 213 Six-Year High Schools of Kentucky, 1935-36, According to Length of School Day in Hours
Exclusive of Recesses and Lunch Period.

Number of Hours	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					
	Group*						Group*					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	
1	2	3	4	5	6	7	8	9	10	11	12	
8.00-up			3		6		9					
7.75-7.99			2				2					
7.50-7.74					1		1	1				1
7.25-7.49					1		5		2			2
7.00-7.24	1		1	1	1	1	5			1		1
6.75-6.99		1			6		11	1	2			3
6.50-6.74	1	6	2	5		14	1	4	4	2		11
6.25-6.49	4	16	5	5	2	32	2	14	2	2		20
6.00-6.24	10	17	13	3	3	46	7	31	18	4		60
5.75-5.99	12	24	20	4	3	63	5	48	19	9		76
5.50-5.74	1	6	7	3		17	1	19	2	4		26
5.25-5.49	3	4	3		1	11		4	2	2		8
5.00-5.24	1	4	1	3	1	10		2	1	2		5
Total	33	92	52	38	11	226	18	121	49	25		213
Median	5.99	6.13	5.84	6.55	6.04	6.07	6.11	5.93	6.01	5.88		5.97

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

schools. In four-year schools enrolling between 41 to 75 pupils (Group IB) 8.7 per cent have school days less than 5.5 hours, while no school in the corresponding group of six-year schools has a school day less than 5.5 hours in length.

The median length of the school day for both four and six-year schools, as classes, is well above the length as required by the State

Department of Education. Although the median time of the six-year school is slightly less than that of the four-year schools, a smaller per cent of the six-year schools has a school day less than 5.5 hours. The majority of the high schools operate from five and one-half to six and one-half hours per day. Extremes are found in both classes of schools.

8. Length of Class Periods

The information on the organization of the school day shows that less than one per cent of the four and six-year schools have

TABLE VII

The Number and Per Cent of the 234 Four-Year and 224 Six-Year High Schools in Kentucky, 1935-36, and of 505 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* with Forty-Minute Class Periods or Less and with Class Periods of More Than Fifty Minutes.

Four-Year Schools in Kentucky	Periods of 40 Minutes or Less		Periods of More Than 50 Minutes		Number Reporting
	Group†	Number	Per Cent	Number	
1	2	3	4	5	6
IA	0	0	1	3.12	32
IB	2	2.08	7	7.29	96
II	0	0	10	17.54	57
IIIA	0	0	10	27.02	37
IIIB	0	0	4	33.3	12
Total	2	.85	32	13.67	234
Six-Year Schools in Kentucky‡					
IB	0	0	2	10	20
II	1	.78	7	5.46	128
IIIA	0	0	8	15.68	51
IIIB	1	4	8	32	25
Total	2	.89	25	11.16	224
Unselected Four-Year Schools					
IA	31	43	5	7	72
IB	33	35.8	8	8.7	92
II	30	27.2	18	16.3	110
IIIA	23	21.5	31	29	107
IIIB	12	9.7	43	34.7	124
Total	129	25.5	105	20.8	505

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 25. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

periods of forty minutes or less (Table VII). This is significant as compared with the unselected four-year schools, of which about one-fourth have periods of forty minutes or less. In the unselected four-year schools, the percentage with class periods of forty minutes or less decreases as the size of the school increases. Since so few of the four and six-year schools have periods of forty minutes or less, no comparisons as to size groups can be made.

In the four-year class 13.7 per cent of the schools reporting have periods of 50 minutes or more, as compared with 11.2 per cent of the six-year schools. Both of these percentages are considerably lower than that found in the unselected four-year schools. In all three classes of schools, the percentages of those schools having periods of 50 minutes or more increase as the enrollments of the schools increase. This indicates that the larger the school, the longer the period is likely to be. It appears that the majority of the schools in all class groups have the forty-five minute period.

This condition is probably due to the fact that it is necessary for small high schools to maintain a seven-period day. This is necessary so that, with a few teachers, a more varied program may be offered. The tendency for the larger schools to have longer periods bears this out.

9. Size of Classes

The data indicate, as shown by Table VIII, that the median size of the classes is slightly greater for the six-year schools than for the

TABLE VIII
Distribution of the Four and Six-Year High Schools of Kentucky, 1935-36,
According to Size of Classes.

Number in Class	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
35-up	0	31	45	66	61	203	0	159	196	174	529
31-35	2	41	117	205	97	462	12	195	225	247	679
26-30	7	92	185	330	202	816	11	531	401	472	1215
21-25	27	177	183	283	149	821	22	554	330	349	1255
16-20	44	308	219	221	127	919	55	465	272	252	1244
11-15	116	347	162	113	55	793	116	465	166	129	876
6-10	96	230	61	45	12	444	81	250	48	55	434
1-5	21	48	12	8	2	91	15	48	6	14	83
Total	313	1274	986	1271	705	4549	312	2667	1644	1692	6315
Median size	12.3	16.2	22.1	25.3	26.2	21.2	13.5	21.9	26.0	26.5	23.1
Median number classes per school	11.5	18.2	22.6	32.7	63.0	24.8	18.1	22.7	31.6	58.0	24.9

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

four-year schools. Both types of schools, compared group by group, have about the same number of classes. In all the schools, the size of the classes increases as the enrollment increases.

In the four-year schools, 21 per cent of the schools enrolling between 41 to 75 pupils (Group IB) have classes with enrollment of 10 or fewer while in the same group of the six-year schools, 30.4 per cent of the classes have enrollments of fewer than 10 pupils. In the schools enrolling more than 300 pupils (Group IIIB) of the four-year schools, 22.4 per cent of the classes have 31 or more pupils, as compared with 24 per cent of the corresponding group in the six-year schools. In both types of schools, approximately the same percentage of classes enrolls between 21 and 25 pupils.

It is evident that the smaller high schools are forced either to have very small classes to include those subjects required, or to curtail a number of classes in the program. Schools with an enrollment under 75 have many classes with less than 15 pupils.

10. Retention of Pupils

The proportion of the boys and girls who enter high school and remain to graduate is of very vital importance. Although outside the scope of this survey, a study of the causes for withdrawals would be most interesting.

The percentages in Table IX are based on the enrollment by grades of the four and six-year high schools for the year 1935-36. This table is based on the assumption that the potential enrollment over a period of four years is constant. Naturally, such influences as migration, change of birth rates, and varying school population must enter such calculations. The author recognizes these influences, but so as to be able to make comparisons with the National Survey of Secondary Education, the same procedure was used as employed in that survey. The ninth grade was taken as the 100 per cent base and successive percentages based upon that.

Using this method, it was found that the enrollment in the twelfth grade of the four-year school was 52.9 per cent of the ninth grade. On the same basis, the group of schools enrolling 41 to 75 pupils shows the smallest percentage retained. The schools enrolling 40 pupils or fewer show the largest percentage retained. In the four-year schools, approximately 21 per cent of the pupils entering the ninth grade withdraw from school before the tenth grade is reached, and the same percentage withdraw from the tenth grade before the eleventh grade is reached. However, only six per cent of those who enter the eleventh grade fail to enter the twelfth grade. The girls, in all size groups, are retained to the twelfth grade to a greater extent than boys. Group IA presents a very puzzling situation. Using the ninth grade as 100 per cent, we find there are 106 per cent girls in the tenth grade. This could be expected because the procedure used did not consider such factors as migration and change in school population.

For the six-year schools, as a class, 54.2 per cent of those pupils in the ninth grade are retained until the twelfth grade is reached.

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TABLE IX
Percentage Retention of the Pupils in Grades Ten, Eleven, and Twelve on the Basis of 100 for Grade Nine as Found in the 233 Four-Year and 223 Six-Year High Schools in Kentucky, 1935-36, and of the 496 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932.*

Four-Year Schools, Kentucky	Grade 10			Grade 11			Grade 12		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Group†	2	3	4	5	6	7	8	9	10
IA (32)	77.3	106.1	90.8	54.5	73.1	63.2	57.8	55.8	56.9
IB (96)	78.1	80.2	79.2	50.5	48.5	49.4	52.0	51.8	51.9
II (55)	72.0	81.8	77.2	57.8	63.7	60.8	51.1	56.4	53.8
IIIA (38)	83.8	81.4	82.5	64.7	74.3	65.5	52.7	61.1	53.7
IIIB (12)	81.7	73.4	77.3	55.4	55.3	55.4	50.3	54.2	52.3
Total (233)	80.6	78.0	79.3	57.6	59.3	58.5	51.4	54.4	52.9
Six-Year Schools, Kentucky‡									
IB (20)	79.3	76.5	77.9	50.4	56.6	53.5	57.8	55.9	56.8
II (128)	82.6	86.3	84.6	64.5	62.8	63.6	61.5	57.1	59.1
IIIA (49)	76.1	85.0	80.7	58.8	60.9	59.9	55.9	60.3	58.2
IIIB (26)	72.2	81.9	76.9	57.9	59.3	58.5	46.0	56.7	51.2
Total (223)	74.8	82.8	78.8	58.2	59.5	58.8	50.9	57.5	54.2
Unselected Four-Year Schools									
IA (72)	68.0	83.9	76.4	51.9	54.1	53.3	46.2	51.1	48.9
IB (92)	81.4	81.7	81.6	63.5	68.0	65.9	51.8	56.1	54.1
II (110)	78.7	79.7	79.2	63.4	70.6	67.2	53.7	63.0	59.4
IIIA (106)	77.0	83.3	79.1	63.3	70.6	67.2	53.4	63.2	59.4
IIIB (116)	83.1	81.8	82.4	59.3	65.9	62.5	46.7	54.0	50.4
Total (496)	80.8	82.0	81.5	60.8	67.3	64.2	49.8	57.3	53.6

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 19. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

This is slightly higher than in the four-year schools. Of these schools Group II shows the largest proportion retained to the twelfth grade and Group IIIB the smallest percentage. Approximately the same percentage of pupils withdraw from school in each successive year as do in the four-year schools. Ninety-seven per cent of those entering the eleventh grade stay in school until the twelfth grade is reached. These schools also show the greater tendency of girls than of boys to remain in school to the twelfth grade.

Both the four-year and the six-year schools compare favorably with the unselected four-year schools with respect to retention. The unselected four-year schools retain to the twelfth grade a greater percentage than the four-year schools and a smaller percentage than the six-year schools. The tendency for girls to remain to the twelfth grade is also found in the unselected four-year schools. In the unselected four-year high schools, the loss in enrollment is almost uniform throughout the three years. Since the data regarding retention of pupils seem to indicate a slight superiority of the six-year schools, it is one point in favor of the six-year organization over the four-year plan.

11. Full-Time Librarians

Adequate libraries and library services are essential to a good school. Without these it is impossible for the schools to reach their present day objectives. The library should be the laboratory for the school curriculum, a correlating factor in the work of the various school divisions, and a medium for the development of good reading taste through reading for both profit and pleasure.

In the high schools studied there are found few schools having a full-time librarian. (See Table X.) There are 18.4 per cent of the six-year schools maintaining a library with a full-time librarian, while only 11.1 per cent of the four-year schools have this service. In the unselected four-year schools, 27.8 per cent have a full-time librarian. The data seem to indicate little difference with respect to full-time librarians in the three types of schools where the enrollment of the schools is held constant.

Schools in all three classes with enrollments under 150 seldom have a full-time librarian. The greater the enrollment, the greater the percentage of these schools having a full-time librarian. In the Kentucky high schools, this is probably due to the ruling of the State Department of Education, which requires that high schools with enrollments above 500 employ a full-time librarian. This librarian must have completed a four-year college course, one year of which must have been in an accredited library school.

12. Availability of the Library

A good library and a full-time librarian are essential to a good school system. The amount of time the library is available to pupils is equally important. The data regarding this availability in the different types of schools are illustrated by Table XI, although a

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TABLE X

The Number of the 233 Four-Year Schools and 223 Six-Year High Schools in Kentucky, 1935-36, and 328 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* Having No Full-Time Librarian and Having One or More Full-Time Librarians.

	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky‡					Unselected Four-Year Schools					
	Group†						Group†					Group†					
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Schools having no full-time librarian	31	95	51	24	6	207	20	123	41	8	192	60	51	56	49	22	238
Schools having one or more full-time librarians	1	1	4	14	6	26	0	5	8	18	31	0	5	7	16	62	90
Number of schools reporting	32	96	55	38	12	233	20	128	49	26	223	60	56	63	65	84	328

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 40. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

small percentage of the schools maintain a full-time librarian, as is shown by Table X. The amount of time the library is open to students is almost uniform. There seems to be no definite trend in either the four or six-year schools. As a class, the six-year schools have a slight advantage, the library in this class being open an average of 7.7 periods per day in comparison to 7.5 periods in the four-year schools. Evidently the schools that do not have a full-time librarian on their staff use either pupil and teacher librarians or pupil-librarians. In some cases it was indicated in the reports that the library was open to pupils all periods without supervision. Apparently this supervision was directly or indirectly under the classroom teacher.

TABLE XI

Distribution of the 228 Four-Year and 221 Six-Year High Schools of Kentucky, 1935-36, According to the Number of Class Periods the Library is Open to Pupils.

Number of Periods	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
8-up	9	25	14	12	3	63	6	47	27	10	90
7	12	59	39	17	4	105	8	39	15	8	70
6	3	5	10	6	5	29		15	4	7	26
5		1	3	1		5	3	3	1	1	8
4	2	3	2	1	1	9	2	9	1		12
3	4	3		1		8		8			8
2	1	6	1			8		5			5
1		1				1	1		1		2
Total	31	91	55	38	13	228	20	126	49	26	221
Median	7.54	7.45	7.29	7.59	7.37	7.51	7.5	7.59	8.09	7.62	7.7

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 † No six-year schools were found that enrolled fewer than 40 pupils.

13. Summary

The data on the general features of organization of the four and six-year high schools in Kentucky indicate some interesting features. They show some significant differences between the schools of different sizes. Various points of differences between the four and six-year schools in Kentucky and the unselected four-year schools scattered throughout the United States are noted.

The data on the number of pupils per teacher indicate that in the high schools of Kentucky, taken as a whole, this ratio is below the 25 pupils per teacher, which is considered by the Department of Education to be economical. The ratio of pupils per teacher is very low in the smaller schools and especially in those schools of both classes enrolling less than 150 pupils. This must result in either a

very limited curriculum or a great number of small classes with the present size of the staff.

If the length of the school year is an index of the educational opportunities afforded children, then the larger schools are slightly superior to the smaller ones. The larger schools tend to teach a few more days than is required by law. Those schools enrolling fewer than 150 pupils adhere very closely to the 175 required days. Not only is the shorter school year found in the small schools, but also the shorter school day. This fact is more evident in the four-year schools than in the six-year schools. As a whole, the four-year schools have longer school days than the six-year schools. This is probably due to the longer and fewer class periods that are found to a greater extent in the larger schools. In both classes of schools, a larger proportion of the smaller schools have the school day organized on the basis of the class periods of fewer than 50 minutes.

The evidence on the size of the classes in the various high schools indicates that the median size of the classes in schools with enrollments under 150 pupils is very small. Larger classes within certain limits, would be more economical and probably more beneficial.

The data on retention are based on the enrollment of 1935-36. Although this is not the most accurate measure of retention, it will give the tendency for the various size groups and classes of schools concerned. The indication is that, as a whole with regard to retention, the six-year schools are superior to the four-year schools or the unselected four-year schools of the National Survey of Secondary Education. It also shows that the smaller schools tend to hold the students better than the larger schools. The retention of girls is greater in the larger schools than for boys but the reverse is true for schools enrolling less than 75 pupils.

The evidence of library personnel and the availability of the library to the pupils show that in both classes of schools the most common practice in personnel is the part-time teacher-librarian or pupil and teacher-librarian. Full-time librarians are seldom employed in schools enrolling fewer than 75 pupils. In general, the libraries in the high schools are not well provided with professionally prepared library service. The six-year schools, as a whole, are better provided with librarians than the four-year schools. The number of periods that the library is available to the pupils is slightly greater in the six-year schools. Considering everything, it seems that the six-year schools are superior to the four-year schools with respect to library personnel and the availability of the library to the pupils.

Chapter III THE PRINCIPAL

1. Scope of the Chapter

This chapter will be devoted to the principals of the four and six-year high schools in Kentucky, with particular reference to professional preparation, experience, tenure, teaching load, degree held, and salary. The school with a well-trained principal who possesses a reasonable amount of experience and permanency, who receives an adequate salary, is generally recognized as likely to be a better school.

2. The Principal's Professional Training

The term "principal" is used in this study to designate that person who is responsible for the high school, although in some cases he may be responsible for both high school and elementary school. All of the high schools studied have principals who are graduates of standard four-year colleges and who hold Bachelors' degrees. This fact is illustrated in Table XII. This condition is due to the ruling of the Department of Education which requires that the principal of any accredited high school have a minimum of a Bachelor's degree. In the unselected four-year schools, 4.2 per cent of the principals are not graduates of a four-year college and do not hold a Bachelor's degree.

The data show that a greater percentage of the principals of the six-year schools, as a class, hold higher degrees. In the four-year schools, only 15.4 per cent of the principals hold degrees above the Bachelor's degree, while more than one-fourth of the principals of the six-year schools and 23 per cent of the principals of the unselected four-year schools hold a Master's degree. No principal of a four-year school holds a Doctor's degree, and only two principals of the six-year schools and three of the unselected four-year schools hold a degree of this type. As a class, the six-year schools in Kentucky and the unselected four-year schools are almost identical as to percentage of the Bachelor's, Master's, and Doctor's degrees. The percentage of the principals of the four-year schools holding degrees above the Bachelor's is lower than is found in the other two classes of schools.

The situation that exists with regard to professional preparation of the principals within each class of schools is the same. As the size of the school increases, the percentage of the principals holding a Bachelor's degree as the highest degree decreases, and the percentage of the degrees above the Bachelor's degree increases. The increase in the higher degree is more noticeable in the six-year schools, where there is an increase from 15 per cent in those schools having fewer than 75 pupils (Group IB), to 53.9 per cent in the larger schools enrolling more than 300 pupils. In the four-year schools the range

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TABLE XII
 The Number and Per Cent of the Principals of the 227 Four-Year and 222 Six-Year High Schools of Kentucky, 1935-36, and of 454 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* Grouped According to the Highest Degree Held.

Degree	Four-Year Schools, Kentucky							Six-Year Schools, Kentucky†						Unselected Four-Year Schools						
	Group‡							Group‡						Group‡						
	IA	IB	II	IIIA	IIIB	Total	Per Cent	IA	II	IIIA	IIIB	Total	Per Cent	IA	IB	II	IIIA	IIIB	Total	Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
No degrees														8	5	4	2		19	4.2
Bachelor's degree	29	83	46	27	8	193	84.6	17	98	33	12	160	72.1	56	69	76	68	58	327	72.0
Master's degree	3	9	8	10	4	34	15.4	3	29	16	12	60	27.1	6	15	23	28	33	105	23.1
Doctor's degree											2	2	.8				1	2	3	.7
Number reporting	32	92	54	37	12	227	100	20	127	49	26	222	100	70	89	103	99	93	454	100
Percentage with bachelor's degree as highest degree	90.6	90.2	85.2	72.9	61.7	84.6		85	77.2	69.4	46.1	72.1		80.0	77.5	73.8	68.7	62.4	72	
Percentage with degrees higher than bachelor's degree	9.4	9.8	14.8	27.1	38.5	15.4		15	22.8	30.6	53.9	27.9		8.8	16.9	22.3	29.3	37.6	23.8	

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 58. United States Office of Education, Washington, D. C., 1932.
 † Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 ‡ No six-year schools were found that enrolled fewer than 40 pupils.

is from 9.4 per cent in schools with 40 pupils or fewer (Group IA), to 38.4 per cent in schools enrolling more than 300 pupils (Group IIIB). Whether considered as a class or with respect to groups of similar size, the superiority of the six-year schools is evident.

In Kansas¹ in 1926, 41.5 per cent of the principals of the high schools with ten teachers or fewer were college or university graduates, and 14.6 per cent had had one or more years of graduate work. This size of high school is the same as those high schools in the present study with enrollments under 300. The Kansas study shows a lower percentage of principals with graduate work than do the six-year schools in Kentucky. The percentage of graduate work of the principals in the Kansas study is approximately the same as is found in the four-year schools of Kentucky.

If the success of the school depends on the principal, and if his academic preparation is any measure of his worth as a principal, the six-year schools, as a class, are superior to the four-year schools both in Kentucky and throughout the United States.

3. Year in Which Principal Received Highest Diploma or Degree

The year in which the principals received their highest diploma or degree is one index to their maturity and experience. Since the National Survey was made in 1932, the years will not correspond with those in the present study, as is shown in Table XIII. It is possible, however, to compare the relative number of years that the degree has been in force. For example, the percentage of the principals in the four and six-year schools who received their highest degree in 1931 or later would correspond with those principals in the unselected four-year schools who received their degrees between 1926 and 1930. These data indicate that in the four and six-year high schools, as a whole, about one-half of the principals received their degrees within the past five years. This percentage is approximately the same as is found in the unselected four-year schools. The four and six-year schools have a higher percentage of principals whose degrees have been in effect for ten years than do the unselected four-year schools. In the unselected four-year schools, 29.8 per cent of the principals received their degrees before 1921, as compared with 7.3 per cent in the six-year schools and 5.8 per cent in the four-year schools. This indicates that the percentage of principals who have held their highest degree for ten years or more is higher in the six-year schools, as a class, than in the four-year schools.

In the four-year schools, the percentage of principals who received their degrees within the past five years decreases rapidly as the size of the school increases. In these schools, 62.5 per cent of the principals of the schools enrolling under 40 pupils (Group IA) have received their degrees since 1930, while only 8.4 per cent of the principals of the schools enrolling more than 300 pupils (Group IIIB) received their degrees since 1930. In the six-year schools a different

¹ O'Brien, F. P. *The High School Teaching Load and the Preparation of Teachers*. Bulletin No. 10, 1926, University of Kansas.

(Group IA), pupils (Group IB) to groups of pupils of the high school graduate work in the present study shows a work of the principal, the schools both diploma Since the It is possible that the degree principals in degree in the unselected 1930. schools, as a result of the same as is and six-year degrees have principals per cent in schools. This their highest schools, as a principals who rapidly as cent of the (IA) have of the principal (IIB) a different preparation of

TABLE XIII
Distribution of the Principals of 223 Four-Year and 217 Six-Year High Schools of Kentucky, 1935-36, and of 395 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Year in Which Their Highest Academic Degrees Were Received.

Year	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1910 or before		1		1		2		1	1		2	1	5	7	7	12	32
1911-1920	1	4	2	1	3	11	2	6	4	2	14	11	8	20	26	21	86
1921-1925	1	4	7	7	3	22	2	17	7	5	31	7	22	26	27	15	97
1926-1930	10	27	28	18	5	88	6	43	18	4	71	35	46	36	26	37	180
1931 or later	20	54	15	10	1	100	10	58	18	13	99						
Number reporting	32	90	52	37	12	223	20	125	48	24	217	54	81	89	86	85	395
Per cent received 1931 or later	62.5	60	28.9	27	8.4	44.8	50	46.4	37.6	54.2	45.6						
Per cent received 1926-1930	31.2	30	53.8	48.7	41.8	39.5	30	34.4	37.6	16.6	32.8	64.8	56.8	40.4	30.2	43.5	45.6
Per cent received 1921-1925	3.1	4.4	13.4	18.9	24.9	9.9	10	13.6	14.6	20.9	14.3	13	27.1	29.2	31.4	17.7	24.6
Per cent received before 1921	3.1	5.6	3.9	5.4	24.9	5.8	10	5.6	10.2	8.3	7.3	22.2	16.1	30.4	38.4	38.8	29.8

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 60. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

condition is found. Fifty per cent of the smallest schools of this class employ principals whose degrees have been issued since 1930 as compared with 54.2 per cent of the principals in the largest group. Taken as a whole, these data indicate the relatively greater maturity of the principals in the larger schools of both the four and six-year classes. In other words, the younger principal is found in the smaller school. The smaller school seems to serve as a preparatory school for principals for larger schools.

4. Colleges Granting the Degrees

To what extent the various teachers colleges and the University of Kentucky serve the state in providing the professional preparation of principals for the high schools of the state is a very interesting situation. In Kentucky there are fifteen institutions for teacher preparation where young men and women may fulfill all academic requirements for the principalship of a high school. Of these fifteen institutions one is the University of Kentucky, four are state teachers colleges, one is a municipal college, and nine are private or liberal arts colleges. The teachers colleges are Western Kentucky State Teachers College, Bowling Green; Eastern Kentucky State Teachers College, Richmond; Morehead State Teachers College, Morehead; and Murray State Teachers College, Murray, Kentucky. In this study the division, as shown by Table XIV, is made to show to what extent each state-supported institution contributes to the professional preparation of the principals of the high schools in the state. The private or liberal arts colleges, out-of-state teachers colleges, and out-of-state liberal arts colleges have been grouped respectively.

In the four-year schools it is noted that approximately one-half the principals received their professional preparation in the state teachers colleges. Western Kentucky State Teachers College prepared twice as many principals as the other three teachers colleges combined. However, as the enrollment of the high schools increases, the percentage of the principals who received their professional preparation in the state teachers colleges decreases; especially is this true of Western Kentucky State Teachers College. This tendency is not quite so marked with the other teachers colleges but may be attributed to the fact that they prepared so few principals. Western Kentucky State Teachers College is the only state teachers college that granted a degree to any principal of the four-year schools enrolling more than 300 pupils. The percentage of the principals who received their professional training at the University of Kentucky is slightly lower than the combined percentages of the state liberal arts colleges, out-of-state liberal arts colleges, and out-of-state teachers colleges.

In the six-year schools, a similar but not so pronounced situation is found. The state teachers colleges prepared 36.4 per cent of the principals, while 29.6 per cent of the principals received their professional preparation at the University of Kentucky.

In the six-year schools the percentage of principals holding degrees from the out-of-state teachers colleges is about the same as

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TABLE XIV
 The Per Cent of the Principals of 228 Four-Year and 220 Six-Year High Schools of Kentucky, 1935-36, Who Received Their Highest Degree from the Various Colleges of Kentucky and from Out-of-State Colleges.

Colleges Attended	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
University of Kentucky	9.4	14.9	32.1	29.7	25	21.1	15	27.6	34.7	41.7	29.6
Teachers Colleges of Kentucky	71.9	63.8	33.9	29.7	8.3	49.6	60	38.6	30.6	16.7	36.4
Eastern	6.3	10.6	5.7	8.1		7.9	5	7.9	4.1		5.9
Western	46.9	43.6	16.9	18.9	8.3	32.0	45	25.9	14.3	16.7	24.1
Morehead	6.3	4.3	7.6	2.7		4.8		2.4	6.1		2.7
Murray	12.5	5.3	3.8			4.8	10	2.4	6.1		3.6
Liberal Arts of Kentucky	12.5	11.7	20.8	24.3	8.3	15.8	20	18.9	14.3	20.8	18.2
Out-of-State Teachers Colleges	6.3	1.1	3.8			2.1		.8	4.1		1.4
Out-of-State Liberal Arts Colleges.....		8.5	9.4	16.2	58.3	11.4	5	14.2	16.3	20.8	14.6
Number reporting	32	94	53	37	12	228	20	127	49	24	220

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

found in the four-year schools, while the out-of-state liberal arts and the state liberal arts show a greater number. Western Kentucky State Teachers College again leads the state teachers colleges in granting principals' degrees in about the same proportion as is found in the four-year schools. As the size of the high school increases, the percentage of the degrees granted to principals by the teachers colleges decreases.

At present, the University of Kentucky is the only state institution granting graduate degrees. For several years Western Kentucky State Teachers College granted such degrees but discontinued this practice at the close of this school year (1936). It was found in Table XII that as the size of the high school increases the percentage of Master's degrees increases. It is noted in Table XIV that this increase is also true for the percentage of principals holding degrees granted by the University of Kentucky. Taken as groups, the state-supported institutions furnish 70.7 per cent of the principals for the four-year schools and 65 per cent for the six-year schools. In both classes of schools, the percentage of the principals receiving preparation in out-of-state colleges is low. It was noted in the reports that many of these are principals of schools close to the borders of the state.

5. Training in the Professional Subjects

Probably more important than the institution preparing the principal is the amount of professional preparation of the principal. The data clearly indicate, as shown by Table XV, that the principals have had more semester hours of professional preparation than are required by law.

In the four-year schools, the median number of hours is approximately the same for all groups. However, as the size of the school increases, the percentage of principals with twenty semester hours or fewer decreases. In the six-year schools, there is a slight tendency for the number of professional hours earned by the principal to increase as the size of the school increases. Especially is this true in schools enrolling more than 300 pupils (Group IIIB), in which a median of approximately fifty semester hours is found. In this group of larger schools, 53.9 per cent of the principals hold one or more graduate degrees. This will probably account for the apparent great number of hours for the principals in this group. In the unselected four-year schools, the median number of hours of professional subjects is approximately the same as is found in the four-year schools. In contrast to the four-year schools, the unselected four-year schools show a definite increase in professional preparation with increased enrollment. It is also noted that the percentage of principals with twenty or fewer hours is greater in the unselected four-year schools than in the four and six-year schools.

In general it was found that principals of the larger schools have had more training in professional subjects than have the principals of the smaller schools. In this respect the six-year schools rank above the other two classes of schools. This would indicate that, as far as

eral arts and in Kentucky colleges in 1932, as its found ol increases, the teachers state institu- on Kentucky nished this as found in e percentage [V] that this hing degress s, the state- ipals for the ls. In both ng prepara- reports that ders of the

TABLE XV
Distribution of the Principals of 201 Four-Year and 192 Six-Year High Schools of Kentucky, 1935-36, and of 389 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932.* According to the Number of Semester Hours of Preparation in the Professional Subjects.

Number of Semester Hours	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
51 or more	2	8	6	6	3	25	1	14	12	9	36	7	9	22	10	19	67
41-50	1	10	6	5	1	23	1	17	2	7	27	6	5	9	12	14	46
31-40	7	15	9	6	1	38	5	15	10	3	33	10	17	17	27	18	89
26-30	6	13	7	9	2	37	4	17	6		27	6	13	9	19	9	52
21-25	7	13	9	8	4	41	2	18	5		25	12	11	16	8	4	41
16-20	4	7	8	2		21	2	20	8	1	31	12	16	13	9	7	57
15 or less	1	7	6	2		16	1	8	3	1	13	6	11	9	4	7	37
Number reporting	28	73	51	33	11	201	16	109	46	21	192	59	82	85	85	78	389
Median	27.7	29.8	27.8	29.9	28	29.1	29.8	28.5	31.5	48.9	31.0	24.7	26.1	33.2	32.7	36.7	30.2
Per cent with 20 hours or less	17.8	19.1	27.4	10.5	0	18.4	18.7	25.7	23.9	9.5	22.9	30.5	32.9	25.9	15.3	17.9	24.2

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 61. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

preparation is concerned, the six-year schools, as a class, are superior to four-year schools both in Kentucky and throughout the United States.

6. Total Years of Experience

The principals of the smaller high schools of Kentucky are comparatively young, as is shown by Table XVI. These data show that the younger and less experienced principal, in most cases, is in charge of the smaller schools.

Of the principals of the four-year high schools in Kentucky, approximately one-fifth have had five years or less of teaching and administrative experience. There is a marked difference in the experience of the principals of the schools enrolling fewer than 75 pupils and those of larger enrollments. Of the principals of the schools with enrollments of 75 or under, about one out of four has had five years of experience or less, while in those schools enrolling more than 75 pupils, about one out of ten has had five years of experience or less. In other words, the proportion of principals with five years or less of experience in the four-year schools enrolling fewer than 75 pupils is more than twice as great as that of principals in schools enrolling more than 75 pupils. Only one principal was found who had had no previous experience, either teaching or administrative, and this principal was in charge of a school enrolling fewer than 40 pupils. As the size of the school increases, the median number of years of experience of the principal increases. This median is approximately one year less than the median number of years of experience in the unselected four-year schools in the National Survey of Secondary Education.

In the six-year schools, the median amount of teaching and administrative experience of the principals is greater than the median amount of teaching and administrative experience of the principals in the four-year schools. The decrease in percentage of those principals with five years of experience or less with increase in size of school is not as noticeable as is found in the four-year schools. Only 14.3 per cent of the principals in the six-year schools had five years or less of experience, as compared with 20.1 per cent of the principals of four-year schools. This indicates that, as a class of schools, the principals of six-year schools, taken as a whole, have more experience than do the principals of four-year schools. The median amount of experience of the principals in the six-year schools is almost exactly the same as the median amount of experience of the principals in the unselected four-year schools. In the latter class, one principal out of five was found to have had five years of experience, while in the six-year schools the number was lower than one out of seven.

Considering the three classes of schools, a number of interesting facts are brought out. In all the classes of schools there is a greater tendency for schools with enrollments of 75 or under to have relatively inexperienced principals. It is noted that the percentage of principals with five years of experience or less is the same in the four-year schools and unselected four-year schools. In the six-year schools,

are superior to the United States. They are compared with those in charge of the Kentucky, teaching and the experience of 75 pupils in schools with five years or more than 75 pupils or less than 75 pupils is had had no experience in this primary pupils. As a matter of experience in the Secondary teaching and the median principal those principals in size of schools. Only five years experience of principals in the principal out of interesting a greater relatively of primary four-year schools.

TABLE XVI
Distribution of the Principals of 218 Four-Year and 216 Six-Year High Schools of Kentucky, 1935-36, and of 457 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Number of Years of their Teaching and Administrative Experience.

Number of Years	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
More than 20.....												12	12	17	16	27	84
16-20	3	16	16	12	4	51	3	24	15	9	51	7	5	18	14	18	62
11-15	9	21	10	10	3	53	5	38	16	8	67	9	14	22	26	21	92
6-10	11	31	14	10	4	70	7	43	14	3	67	18	26	35	26	20	125
1-5	6	19	13	4	1	43	5	18	4	7	30	23	32	12	16	8	91
None	1					1		1			1	2	1				3
Total	30	87	53	36	12	218	20	124	49	23	216	71	90	104	98	94	457
Median experience in years	9.64	8.02	8.69	12	10	8.93	8.14	9.6	12.41	13.81	10.48	7.8	7.3	11.1	11.3	14.9	10.8
Per cent with five years or less	23.3	21.8	24.5	11.1	8.3	20.1	25	115.2	8.1	30.4	14.3	35.2	36.7	11.5	16.3	8.5	20.1

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 62. United States Office of Education, Washington, D. C., 1932.
 † Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 ‡ No six-year schools were found that enrolled fewer than 40 pupils.

the median amount of experience is the same as in the unselected four-year schools.

Comparing the four and six-year schools, the data seem to show that, as a class, the six-year schools have more experienced principals. In both types of schools, compared by corresponding size groups, the experience of the principals increases with the increase of enrollment.

7. Tenure

A considerable degree of permanency is usually regarded as desirable in administrative positions. Interest, therefore, should be attached to the evidence on length of tenure of principals represented in this study. These data seem to indicate that the principals, especially those in the smaller schools, tend to change with undesirable frequency.

The data clearly indicate that tenure of the principal, as shown by Table XVII, increases as the size of the school increases.

In the four-year schools, the range is from a median of 1.9 years in the schools enrolling fewer than 40 pupils (Group IA) to a median of eight years in the schools enrolling more than 300 pupils (Group IIIB). The median tenure of principals of four-year schools, taken as a whole, is about one year greater than the median tenure of the principals of the unselected four-year schools. It is interesting to note that in the four-year schools enrolling fewer than 40 pupils (Group IA), one out of every four principals is new in his position. This ratio decreases as the size of the school increases. Only one principal in seven is new in his present position in schools enrolling more than 150 pupils. In the schools enrolling 40 or fewer pupils, two out of every five principals have been in their present positions three years or more. In schools enrolling more than 300 pupils, only one out of six has been in his present position less than three years. This clearly indicates that the principals in the four-year schools, as a class, of the larger schools tend to remain longer than do the principals of the smaller schools.

The tenure of the principal in the six-year school is about the same as is found in the four-year school. The tendency for the principal of the larger schools to remain in his present position longer exists as in the four-year schools. The median number of years of experience in the present position in those schools enrolling more than 300 pupils is considerably less than is found in the four-year schools. The six-year schools have few principals new in their present positions. The percentage of principals with less than three years of experience in their present positions is about the same for both classes of schools.

The data on tenure of principals indicate clearly that the tenure in the smaller schools tends to be short and that it is exceedingly brief in those schools enrolling fewer than 75 pupils. There is also an indication of a longer tenure for principals in the larger four-year schools than for the principals in the corresponding size six-

unselected principals to show an increase in the size of the principal's office, as shown by the fact that 19 principals, or 4.3 per cent, of the 455 principals, had been in their present position for 19 years or more. This is a marked increase over the 10 principals, or 2.2 per cent, who had been in their present position for 15 years or more in 1932. The increase in the number of principals who have been in their present position for 10 years or more is also noteworthy. In 1932, 10 principals, or 2.2 per cent, had been in their present position for 10 years or more, while in 1935-36, 23 principals, or 5.1 per cent, had been in their present position for 10 years or more. This increase is due to the fact that the number of principals who have been in their present position for 10 years or more has increased from 10 to 23, or 130 per cent. This increase is also due to the fact that the number of principals who have been in their present position for 10 years or more has increased from 10 to 23, or 130 per cent. This increase is also due to the fact that the number of principals who have been in their present position for 10 years or more has increased from 10 to 23, or 130 per cent.

TABLE XVII

Distribution of the Principals in 231 Four-Year and 219 Six-Year High Schools of Kentucky, 1935-36, and of 455 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Number of Years in Their Present Position.

Number of Years	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IA	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
16 or more				5	2	7		2	2		4			3	5	10	18
11-15		2	4	7	2	15	1	5	9	2	17	2	1	6	5	15	29
6-10	4	13	15	14	8	54	2	33	10	8	53	3	8	23	35	28	97
5	2	8	4	1		15	2	6	5	3	16	4	7	7	6	1	25
4	3	7	3	2		15	1	6	3	1	11	6	8	10	9	8	41
3	4	10	5	2		21	1	14	2	3	20	9	14	15	9	12	59
2	2	13	7	1		23	4	13	5		22	19	17	13	14	9	72
1 year	9	21	5	4		39	6	24	10	4	44	20	28	17	12	9	86
First year	8	20	7	5	2	42	4	25	1	2	32	7	7	8	3	3	28
Total	32	94	55	38	12	231	21	128	47	23	219	70	90	102	98	95	455
Median number years in position	1.89	2.46	4.13	7.43	8	3.54	2.13	3.14	5.5	4.5	3.57	1.4	1.6	2.9	4.3	5.5	2.7
Per cent new in position	25	21.3	12.7	9.1	16.6	18.1	19	19.4	2.1	8.7	14.6	10	7.8	7.8	3.1	3.2	6.2
Per cent less than 3 years in position	59.4	57.4	34.5	26.3	16.6	45	66.6	48.4	34.1	26.1	44.7	65.9	57.8	37.3	29.6	22.1	40.9

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 64. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

year schools. In the smaller schools, six-year schools are superior in this respect. This indicates that the principalships of the larger schools are more attractive than those in the smaller schools. This may be due to better salaries or better conditions for work or both.

8. Length of Service in High School

In this study there are no principals who do not have some classroom duties. The various duties will be shown in a later table in this chapter. Table XVII shows the distribution of principals according to the total years of teaching and administrative experience in the various levels of our educational system. The number of years of teaching in a strictly high school organization is shown by Table XVIII.

Since Table XVII illustrated the total years of teaching, and the present table shows the number of years teaching in high school, the difference in years indicates that the principal taught in other types of schools than the high schools. This teaching was probably, in most cases, done on the elementary level. In the four-year schools enrolling fewer than 75 pupils, it was noted that the difference in the total years of teaching and the number of years experience in high school was about two years. In schools enrolling more than 75 pupils, the difference is slight, indicating that most of the teaching experience of the principals of this size school has been in the high school.

With regard to the teaching experience of the principals of the six-year schools, there is noted a slightly different situation. All size groups of this class of schools show a difference in the total number

TABLE XVIII

Distribution of the Principals of 227 Four-Year and 214 Six-Year High Schools of Kentucky, 1935-36, According to the Number of Years of Teaching Experience in High School.

Number of Years	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
16 and up		10	12	10	5	37		11	11	5	27
11-15	4	5	4	10	4	27	4	25	11	10	50
6-10	13	36	20	10	2	81	8	48	14	6	76
1-5	14	39	16	5	1	75	8	37	9	5	59
None	1	2	2	2	0	7		1	1		2
Number reporting	32	92	54	37	12	227	20	122	46	26	214
Median number of years	6.38	6.69	8.25	11.74	14.75	8.25	7.25	8.39	10.64	12	9.03

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

of years teaching and the number of years of experience in the high school, the greatest difference being in those schools enrolling more than 150 pupils. This may be due to a change in organization. Part of this experience might have been in the seventh and eighth grades, which under the older plan would not have been considered high school experience but after reorganization would be considered in the high school.

The median number of years teaching in the high school is about the same for both four and six-year schools. It was noted in Table XVII that the total experience of principals in the six-year schools was almost two years more than the experience of the principals in the four-year schools. This seems to indicate that the principals of the six-year schools have had a more varied experience.

9. Teaching Load

As has been stated previously in this study, no principals were found who did not do some classroom instruction. The distribution of the amount of this instruction is shown by Table XIX. The reports from which these data were gathered indicated the amount of classroom instruction as "teaching load." This was determined by multiplying the number of pupils taught each day by the number of days the class met. All of these classes met five periods per week. While this is not an accurate picture of the amount of time spent by the principal in classroom instruction, it will, when surveyed with Table

TABLE XIX

The Teaching Load of the Principals of 218 Four-Year and 204 Six-Year High Schools of Kentucky, 1935-36, the Teaching Load Being Equal to the Number Pupils Taught Each Day Multiplied by the Number of Days Taught.

Load	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
800 or more			1	1		2		5	1		6
701-800		2	1	1		5		8	6		14
601-700		9	3	2		14		16	4	1	21
501-600	1	8	13	8		30	2	25	5	3	35
401-500	5	24	12	4	1	46	3	29	4	3	39
301-400	11	25	10	6	2	54	8	20	11	2	41
201-300	8	17	5	7	2	39	5	15	9	5	34
101-200	6	1	3	4	5	19	1	3	4	3	11
100 or below		3	1	3	2	9				3	3
Total	31	89	49	37	12	218	19	121	44	20	204
Median	314	394	446	376	181	379	339	479	301	281	407

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

XVIII, indicate the tendency. For example, in the schools enrolling 40 pupils or fewer (Group IA) of the four-year schools it was found the teaching load of the principal to be 314 pupil-hours per week. From Table VIII it was noted that the median size of the classes in this group was 12.3 pupils. These two figures, when compared, show approximately five classes a day taught by the principals in these smaller four-year schools. Study halls were not included in the teaching load; so it can be assumed that the principal of the smaller school teaches full-time. This is in contrast to the slightly more than one class a day taught by principals of schools enrolling more than 300 pupils (Group IIIB). The amount of time devoted to teaching decreases as the size of the school increases. This same condition exists in the six-year schools. As the enrollment of the school increases, the teaching duties of the principal decrease. It was found that the principals of the four-year schools, as a whole, taught more periods a day than did the principals of the six-year schools.

These data clearly indicate that for the smaller high schools, both four and six-year schools, the principals have little time, if any, for supervision and the improvement of instruction. As the enrollment of the school increases, the principal is called upon to perform many other duties in addition to teaching. It can be assumed that supervision is included among these duties.

10. Salary

The data on the salaries received by the principals of the four and six-year schools in Kentucky reveal one very evident fact—the principals are comparatively poorly paid. This is shown clearly in Table XX. The median salary of all the principals of both four and six-year schools is slightly more than one-half the median salary of the principals in the unselected four-year schools.

In the four-year schools enrolling 75 or fewer pupils, 25 per cent of the principals receive salaries under \$1,000 a year. The median salary of these principals is slightly greater than this figure. The salaries of the principals in the four-year schools can be classified into three distinct groups. The first group is made up of the schools enrolling 75 pupils or fewer, in which it was found that salaries were very low. The second group, made up of those schools enrolling 75 to 300 pupils, shows an increase of \$300 to \$500 per year. The third group consists of those schools enrolling more than 300 pupils. The median salary of the third group is \$2,050, as compared with \$1,500 for the middle group and \$1,000 for the first group. The salary of the lowest 25 per cent of all the groups increases in about the same proportion as the median salary of each group increases.

The same tendency that was found in the four-year schools is noted in the six-year schools. This class of schools, when compared by size groups with the four-year schools, shows a higher level of salaries. The range of the medians of these salaries is from \$1,216 per year in schools enrolling 75 pupils or fewer, to \$2,233 per year in those schools enrolling more than 300 pupils. The range of salaries

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schools is a compar from \$1,216 33 per year of salaries

TABLE XX
Distribution of the Principals of 222 Four-Year and 203 Six-Year High Schools of Kentucky, 1935-36, and of 430 Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Salaries Received.

Salary Range	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
\$3,300-up										1	1	1	1	9	21	37	69
\$3,200-\$3,299														1	3	9	13
\$3,100-\$3,199														1	4	2	7
\$3,000-\$3,099				1		1			1	1	2	1	1	14	8	6	30
\$2,900-\$2,999					1	1								3	3	1	7
\$2,800-\$2,899													1	6	7	5	19
\$2,700-\$2,799								1		1	2	1	1	7	3	2	14
\$3,600-\$2,699									1		1		4	6	3	4	17
\$2,500-\$2,599				2		2			2	2	4	2	3	10	6	7	28
\$2,400-\$2,499			1	1		2		2	2	2	6	2	5	9	2	6	24
\$2,300-\$2,399			1		1	2		1	3	3	4	1	2	5	4		12
\$2,200-\$2,299					2	2		3		3	6	4	1	6	6	4	21
\$2,100-\$2,199			3	1	1	5		4	3	1	8	6	7	1	3	2	19
\$2,000-\$2,099		1	4	2	1	8		3	1	4	4	3	3	8	6	2	22
\$1,900-\$1,999		1		3	3	7		2	4	1	7	2	2	3	3	2	12
\$1,800-\$1,899		3	4	5	1	13	2	8	4	1	15	11	11	5	12	2	41
\$1,700-\$1,799				2		2		5	2	2	9	2	6	2	2		10
\$1,600-\$1,699		4	4	3		11	1	4	4	1	10	7	4	4	2		17
\$1,500-\$1,599	1	2	4	3	1	11	1	7	4	2	14	10	3	2			15
\$1,400-\$1,499	1	7	4	3		15	1	14	2	2	17	4	2	1	1		8
\$1,300-\$1,399		4	6	4		14		11	2	1	14	4	3		2		9
\$1,200-\$1,299	2	17	11			30	4	23	7	1	35	4	1				5
\$1,100-\$1,199	4	7		2		13		16	3		19	1	1				2
\$1,000-\$1,099	9	16	4	2		31	5	7			12	4	3		1		8
\$900-\$899	10	21	3	1		35	2	1			3		1				1
\$800-\$899	3	6	1	2		12	1	3	1	1	6						
\$799 or below	2	3				5		2			4						
Total	32	92	50	37	11	222	17	117	45	24	203	70	66	103	100	91	430
Median salary	1,011	1,100	1,400	1,617	2,050	1,250	1,216	1,350	1,638	2,233	1,447	1,750	1,882	2,555	2,667	3,206	2,454
First quartile	930	966	1,241	1,356	1,903	1,113	1,025	1,201	1,275	1,699	1,219	1,505	1,708	2,200	2,067	2,572	1,879

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, p. 68. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

for the principals is about the same as is found in the four-year schools.

When these salaries are compared with the unselected four-year schools, it must be remembered that the National Survey of Secondary Education was made in 1932. The salaries in Kentucky were slightly higher in 1936 than in 1932. When compared with the unselected four-year schools, the salaries of the principals of the four and six-year schools seem to be very low. This is true when compared by size groups or by classes of schools. The difference in salaries of the principals in the small school and the large school is less than the difference found in comparison with the unselected four-year schools. In the unselected four-year schools, the principals in schools with 40 pupils or fewer receive more than do the principals of the four and six-year schools enrolling 300 pupils or fewer. When compared by size groups, the salaries received by the lowest 25 per cent of the principals of the unselected four-year schools are higher than the median salaries of the corresponding size groups in the four and six-year schools.

Two very significant facts have been brought out by the data on salaries of the principals of the high schools in Kentucky. Both of these facts have a definite bearing on such problems as preparation, tenure, and experience. The difference in the salaries of principals in the smaller high schools, when compared with those salaries received by principals in the larger schools, is very evident. Due to this difference in salaries, better and more experienced men are attracted to the larger schools. On the other hand, due to the exceedingly low salaries of smaller schools, the principals of those schools who possess qualities of leadership and adequate preparation tend, as rapidly as the opportunity offers, to leave the smaller schools for principalships in the larger schools where better salary conditions exist. The second factor of importance is shown by comparisons of the four and six-year schools in Kentucky with the unselected four-year schools scattered throughout the United States. The salaries in Kentucky are low and are not attractive to men of leadership and ability and will not, on that basis alone, hold competent leaders.

11. Summary

The data in the present study about the principals of the four and six-year high schools in Kentucky show by comparisons some very interesting facts. The general and professional preparation of the principals in Kentucky is superior to the preparation of principals in the corresponding size groups in the National Survey of Secondary Education. The tenure of the principals, especially in those schools enrolling 75 pupils or fewer, is generally too short to permit a consistent policy of development in these schools. The four-year schools enrolling more than 150 pupils are superior in this respect to the six-year schools of corresponding size. In the smaller schools, a child has less chance of being graduated under the principal with whom he begins his high school work than of being under

two or three different principals during his high school career. A very serious problem, especially in the smaller schools, is the amount of teaching duties for which the principal is responsible. In many cases the principal must teach most of the periods of the day having little time left for supervision and the improvement of instruction. The data on the colleges in which the principal received his education indicate that the state-supported institutions are preparing about three out of every five principals for their positions.

In summarizing the facts on salaries, it is noted that a distressingly large number of principals in the smaller schools receive unreasonably low pay. The fact that salaries in the smaller schools are considerably lower than those in the larger schools is one explanation of the shorter tenure of principals in smaller schools. The six-year schools indicate better salaries for principals than the four-year schools, as a class, but the difference is small. This point is important, since the data on preparation illustrates a corresponding superiority in the six-year schools.

Chapter IV

TEACHERS

1. Scope of the Chapter

This chapter will be devoted to the teachers of the four and six-year high schools in Kentucky, with particular reference to preparation experience, tenure, teaching load, degrees held, salary, and the relationship of the subjects taught to teacher-preparation. Not only is the school dependent upon a good principal, but it depends as well and even more on a well-prepared staff of teachers. The data used in this chapter present a very good picture of the teachers in the various size groups of high schools in Kentucky.

2. Degrees Held

The data on degrees held by teachers in four and six-year high schools are based on information of 872 teachers in the four-year schools and 1218 teachers in the six-year schools. These data, as shown by Table XXI, indicate that the Bachelor's degree represents the amount of preparation of approximately 85 per cent of the teachers in both classes of schools. For the four-year schools the percentage of teachers holding the Bachelor's degree was found to be 88.2 per cent, as compared with 87.2 per cent in the six-year schools. Both the four and six-year schools show a slightly higher percentage of Bachelor's degrees than is found in the unselected four-year schools.

In both the four and six-year schools, the tendency is for schools with larger enrollments to have teachers with more extended preparation. Only four per cent of the teachers in the four-year schools and 3.3 per cent of the teachers in the six-year schools are not graduates of a four-year college. These percentages compare favorably with the 13.8 per cent of the teachers in the unselected four-year schools who do not hold a Bachelor's degree. The tendency in all of these classes is for the percentage of teachers without a degree to decrease as the size of the school increases. This same tendency is noted with regard to the percentage of teachers holding a Bachelor's degree and a Master's degree. In other words, as the size of the school increases, the percentage of Bachelor's degrees decreases and the percentage of Master's degrees increases. Since such a large percentage of the teachers in the unselected four-year schools are not college graduates, it might be expected that the percentage of Bachelor's degrees would increase with the increase of enrollment. In those schools enrolling from 41 to 75 pupils, the smallest group of schools found in all three classes of schools, the percentage of teachers holding a Bachelor's degree is 90.6, 90.2, and 78.9 for the four-year schools, six-year schools, and the unselected four-year schools, respectively. In those schools enrolling more than 300 pupils, the percentage is

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TABLE XXI
The Number and Per Cent of 872 Teachers of the Four-Year High Schools and 1,218 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,874 Teachers of the Unselected Four-Year High Schools, as Reported by the National Survey of Secondary Education, 1932,* According to Highest Degree Held.

Degree Held	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
No degree	2	11	5	12	5	35	3	22	3	13	41	28	34	62	58	77	259
Bachelor's degree	32	164	174	248	151	769	41	417	297	306	1,061	95	154	279	444	550	1,522
Master's degree		6	14	32	16	68	1	23	25	66	115	4	7	8	18	56	93
Doctor's degree										1	1						
Number of teachers	34	181	193	292	172	872	45	462	325	386	1,218	127	195	349	520	683	1,874
Number schools included	32	96	57	37	12	234	20	128	51	25	224	72	70	62	51	37	292
Percentage with no degrees	5.9	6.1	2.6	4.2	2.9	4	6.6	4.8	.9	3.3	3.3	22	17.4	17.8	11.1	11.3	13.8
Percentage with bachelor degree	94.1	90.6	90.2	84.9	87.8	88.2	91.1	90.2	91.4	79.2	87.2	74.8	78.9	79.9	85.4	80.5	81.2
Percentage with master's degree		3.3	7.2	10.9	9.3	7.8	2.3	5	7.7	17.1	9.4	3.2	3.6	2.3	3.5	8.2	5
Percentage with doctor's degree4	.1					

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 71. United States Office of Education, Washington, D. C., 1932.
 † Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 ‡ No six-year schools were found that enrolled fewer than 40 pupils

87.8, 79.2, and 80.5 for the four-year schools, six-year schools, and the unselected four-year schools; respectively. The percentage of teachers holding Master's degrees increases steadily with the increase in the size of the school. No teacher in those schools enrolling fewer than 40 pupils holds a Master's degree. In both the four and six-year schools, the percentage of Master's degrees is more than twice the percentage of teachers with no degree. In the unselected four-year schools, the percentage of teachers with a degree exceeds the percentage of teachers holding a Master's degree with a ratio almost three to one. The data indicate little difference between the degrees held by the teachers in the four and six-year schools. The teachers in the high schools of Kentucky show a slight superiority in this respect to the teachers in the unselected four-year schools throughout the United States.

3. Date of Degree

The year in which the teachers received their highest degree is one index of their maturity and experience. These data are based on information of 817 teachers in the four-year schools and 1144 teachers in the six-year schools, as shown by Table XXII.

The data show that the four and six-year schools, compared as classes of schools with respect to maturity of teachers, are almost

TABLE XXII

Distribution of 817 Teachers of the Four-Year High Schools and 1,144 Teachers of the Six-Year High Schools of Kentucky, 1935-36, According to the Year in Which Their Highest Academic Degrees Were Received.

Year	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
1931 or later	21	115	120	168	70	494	30	295	190	182	697
1926-1930	7	43	44	70	66	230	8	104	85	130	327
1921-1925		5	10	28	16	59	2	18	19	37	76
1911-1920	1	1	3	8	11	24		8	8	18	34
1910 or before		1	2	5	2	10		2	3	5	10
Total	29	165	179	279	165	817	40	427	305	372	1144
Percentage received 1931 or later	72.4	69.7	72.7	60.2	42.4	60.4	75	62.1	62.3	48.9	60.9
Percentage received 1926-1930	24.1	26	24.6	25.1	40	28.1	20	24.3	27.8	34.9	28.6
Percentage received before 1926	3.5	4.3	2.7	4.7	17.6	11.5	5	13.6	9.9	16.2	10.5

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

alike. The chief difference exists in the different size groups of each class of schools. In the smaller schools of the six-year class, a greater percentage of teachers who have received their highest degree since 1931 is found; in the larger schools the percentage is lower. Approximately one out of every four teachers in both classes of schools, enrolling fewer than 300 pupils, received his degree between 1926 and 1930. Nearly two out of five teachers in the largest group of schools (Group IIIB) received their degrees between 1926 and 1930. The smaller schools of both classes show a very small percentage of teachers who received their degrees prior to 1926. Those schools enrolling more than 300 indicate that approximately one out of six teachers received his degree fifteen years ago. The section of this chapter dealing with tenure is closely related to this information.

On the basis of the length of time which a teacher has held his degree, the majority of the more recent degrees are held by teachers in the smaller schools.

4. College Granting Degrees

The colleges that prepared the principals of the high schools in Kentucky prepared approximately the same proportion of teachers. This is illustrated by Table XXIII. There is very little difference found in the four and six-year high schools with regard to the institution in which the teachers received this professional preparation. The chief difference is noted in the various size groups of each class of schools. A similar grouping of colleges is used in this section as in the corresponding section relating to the principals. "Special colleges" were added here, for it was found that a few special-subject teachers were not graduates of any colleges which would be classified in those previously mentioned. This class of colleges includes such schools as music conservatories, trade schools, and schools of fine arts.

In the four-year high schools, 37.9 per cent of the teachers received their degrees from teachers colleges. About 20 per cent of the teachers received their degrees from the University of Kentucky and the liberal arts colleges. Of the other three types of colleges, the out-of-state liberal arts schools rank highest in granting the teachers' degrees. The state-supported institutions, taken as a whole, granted more than half the degrees held by the teachers. This percentage is lower than was found in the study of the principals of these high schools. (See Table XIV.) In the four-year schools enrolling fewer than 40 pupils (Group IA), four out of every five teachers received their degrees from a state teachers college. This ratio decreases as the size of the school increases, until only one in six of the teachers in those schools enrolling more than 300 pupils (Group IIIB) received his degree from a state teachers college. The reverse of this situation is found when the percentage of degrees granted by the University of Kentucky is considered. Only 6.1 per cent of the teachers in the smallest group (Group IA) received their degrees from the University of Kentucky, while 27.1 per cent or more than one out of every four of the teachers in those schools enrolling more

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IA	IIIB	Total
0	11	12
0	182	697
5	130	327
9	37	76
8	18	34
3	5	10
5	372	1144
2.3	48.9	60.9
7.8	34.9	28.6
9.9	16.2	10.5

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TABLE XXIII

The Per Cent of 844 Teachers of the Four-Year High Schools and 1,184 Teachers of the Six-Year High Schools of Kentucky, 1935-36, Who Received Their Highest Degree from the Various Colleges of Kentucky and from Out-of-State Colleges.

Colleges Attended	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	III	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
University of Kentucky	6.1	12.4	20.2	24.5	27.1	20.9	9.3	21.6	24.3	25.1	22.9
Teachers Colleges of Kentucky	81.8	60.5	45.1	26.9	16.3	37.9	62.8	43.4	30.6	26.1	35.2
Eastern	12.1	7.7	7.2	6.3	4.8	6.7	9.3	10.8	4.1	4.8	7.0
Western	54.6	43.5	28.5	16.4	7.8	24.4	44.1	26.1	21.1	14.3	21.6
Morehead	3.0	3.5	5.2	2.8	2.4	3.4		2.7	1.6	2.9	2.4
Murray	12.1	5.9	4.2	1.4	1.2	3.3	9.3	3.8	3.8	4.2	4.2
Liberal Arts of Kentucky	3.3	15.9	20.7	23.8	21.1	20.1	11.6	23.2	26.8	14.5	20.9
Out-of-State Teachers Colleges		1.7	4.2	5.9	6.0	4.5	9.3	2.0	5.4	5.8	4.4
Out-of-State Liberal Arts Colleges	9.1	8.8	9.8	17.8	24.7	15.2	4.7	8.5	10.7	26.7	14.8
Special colleges6		1.1	4.8	1.4	2.3	1.4	2.2	1.9	1.8
Number reporting	33	170	193	193	166	848	43	445	317	379	1,184

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 † No six-year schools were found that enrolled fewer than 40 pupils.

than 300 pupils (Group IIIB) held degrees granted by this institution. Practically this same condition is found with regard to the percentage of teachers granted degrees by the liberal arts colleges. Only 4.5 per cent of the teachers held degrees from out-of-state teachers colleges and 15.2 per cent from the out-of-state liberal arts colleges. The increase of degrees granted teachers by the latter institutions is quite noticeable in those schools enrolling more than 150 pupils. Only one teacher in the group of schools enrolling fewer than 150 pupils received a degree from a special college.

That which has been said of the four-year schools holds true for the six-year schools. Practically the identical situation is found in both classes of schools according to the percentage of degrees granted teachers in these schools. The percentage of degrees granted by the state teachers colleges decreases with the increased enrollment, while the percentage of degrees granted by the University of Kentucky increases with increased enrollment. In the schools enrolling fewer than 75 pupils, the percentage of degrees granted by the state liberal arts colleges is higher than is found in the corresponding size groups of four-year high schools.

One significant fact which is noticed in this discussion is the little difference between the percentage of degrees granted by the various institutions to the teachers of both the four and six-year schools. The difference is noted in the different size groups of both classes of schools.

5. Professional Preparation

The amount of professional preparation the teachers have had is more important than a study of the institution giving this preparation, assuming all these institutions offer preparation of equal value. The data show that the amount of preparation in professional subjects is about the same for all size groups in both classes of high schools. This fact is shown in Table XXIV. The median number of semester hours of preparation in education is the same for teachers in the four and six-year schools. This median is six semester hours above the eighteen required for a Bachelor's degree granted by the institutions preparing high school teachers in Kentucky. In other words, about 20 per cent of the total preparation for the high school teacher has been in education.

In both classes of schools, the median amount of professional preparation varies very little in the schools of different size groups. The median number of semester hours in education of the teachers in the four-year schools enrolling 40 or fewer pupils (Group IA) is 27.5 semester hours. This median is about four semester hours greater than any other size group of the four-year schools. The amount of preparation in professional subjects of the teachers in the four and six-year schools is somewhat greater than that of the unselected four-year schools. This is true when schools are considered by size groups and as a whole. A greater difference exists between the four and six-year schools and in the different size groups in the relative proportion of teachers having earned fifteen semester hours

TABLE XXIV

Distribution of 765 Teachers of the Four-Year High Schools and 1,057 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,540 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to Number of Semester Hours of Preparation in the Professional Subjects.

Number of Semester Hours	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
61 and more	2	11	8	12	1	34	1	24	10	26	61	5	3	15	3	47	73
41-60	3	4	3	9	6	25	1	11	14	21	47	4	6	2	5	28	45
31-40	5	16	23	44	30	118	7	54	44	70	175	5	9	23	45	88	170
26-30	5	19	30	50	38	142	4	71	45	60	180	10	22	37	59	80	208
21-25	3	28	42	64	40	177	10	76	85	100	271	17	17	51	93	104	282
16-20	5	24	28	71	27	155	11	66	54	70	201	22	53	73	162	142	452
15 or less	4	26	36	33	15	114	2	57	34	29	122	28	33	63	71	115	310
Total	27	128	170	283	157	765	36	359	286	376	1,057	91	143	264	438	604	1,540
Median	27.5	23	23	23.9	24.6	24.2	23	24.7	24.2	25.5	24.8	19	118.7	19.7	19.6	22.2	20.1
Percentage with 15 hours or less	14.8	20.2	21.2	11.7	9.5	14.9	5.5	15.9	11.9	7.7	11.5	30.8	23.1	23.9	16.2	19	20

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 73. United States Office of Education, Washington, D. C., 1932.
 † Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 ‡ No six-year schools were found that enrolled fewer than 40 pupils.

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the year have an average of 15.5 hours of preparation in the professional subjects of the four-year schools and 15.5 hours of preparation in the professional subjects of the six-year schools and 15.5 hours of preparation in the professional subjects of the unselected four-year schools.

TABLE XXV

Distribution of 829 Teachers of the Four-Year High Schools and of 1,170 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,856 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Number of Years of Their Teaching Experience.

Number of Years	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
More than 16	2	10	18	33	23	86	2	30	29	70	131	3	8	17	40	96	164
11-15	1	23	21	34	28	107	2	55	40	68	165	5	9	19	33	77	143
6-10	16	57	58	78	54	263	12	145	88	123	368	18	33	55	106	150	362
5	3	13	20	21	17	74	3	32	29	24	88	18	14	22	37	59	150
4	5	11	9	24	12	61	2	34	22	16	74	15	17	43	45	65	185
3	5	10	17	24	12	68	4	27	26	18	75	10	26	51	66	64	217
2	1	16	18	21	10	66	5	41	23	24	93	21	31	39	62	74	227
1		17	10	23	10	60	3	31	29	24	87	22	25	51	80	70	248
None		4	16	21	3	44	9	42	20	18	89	12	20	43	49	36	160
Total	33	161	187	279	169	829	42	437	306	385	1170	124	183	340	518	691	1856
Median	5.17	6.83	6.3	6.35	7.81	6.69	3.5	6.39	6.23	8.99	7.07	2.9	2.6	2.7	3.0	4.6	3.4
Percentage 2 years or less	4.5	22.9	23.6	23.3	13.6	20.8	40.5	26.1	23.5	17.1	22.9	52.4	45.9	39.1	36.9	26.0	34.2
Percentage 5 years or more	60.9	44.1	48.1	48.0	37.9	44.5	57.1	47.4	51.9	32.2	43.3	35.5	35.0	32.2	41.5	55.3	44.1

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, 1932, p. 74. United States Office of Education, Washington, D. C., 1932.
 † Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
 ‡ No six-year schools were found that enrolled fewer than 40 pupils.

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teaching experience in a high school organization show that slightly more than half the teaching experience of the high school teachers has been on the secondary level. (See Table XXVI.) This would indicate that the teachers in the high schools of Kentucky taught their earlier years in the elementary schools.

TABLE XXVI

Distribution of 754 Teachers of the Four-Year High Schools and 1,178 Teachers of the Six-Year High Schools of Kentucky, 1935-36, According to the Number of Years of Teaching Experience in High School.

Number of Years	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
16 and above		2	7	23	4	36	1	6	14	28	49
11-15	1	6	14	18	3	42		17	22	55	94
6-10	6	33	42	73	4	158	8	115	85	123	331
5	2	9	14	15	13	53	3	32	17	34	86
4	5	20	17	23	14	79	4	37	31	21	93
3	6	12	23	20	19	80	2	39	23	18	82
2	8	24	23	30	14	99	6	65	39	32	142
1	1	38	16	40	12	107	9	65	38	30	142
Less than 1 year	4	28	32	36		100	12	63	46	38	159
Total	33	172	188	278	83	754	45	439	315	379	1178
Median	2.58	2.83	3.99	4.57	3.82	3.89	2.25	3.68	4.37	6.69	4.68
Per cent 1 year or less	15.1	38.4	25.5	27.3	14.4	27.4	46.6	29.1	26.6	17.9	25.5
Per cent 3 years or more	60.6	47.6	62.2	61.8	68.4	59.4	58.3	56	60.9	73.5	62.4

*Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

†No six-year schools were found that enrolled fewer than 40 pupils.

These data show that the median number years of teaching experience in high school increases in both classes as the size of the school increases. One exception to this is found in the four-year schools enrolling more than 300 pupils. In both classes of schools, the highest percentage of the teachers with one year of experience or less in high school is found in those schools enrolling between 41 and 75 pupils, and the smallest percentage with one year experience or less is found in those schools enrolling more than 300 pupils. About one out of every four teachers in the four and six-year schools, taken as a whole, has had one year of experience or less. Slightly more than one out of every two teachers has had three years or more of experience. In each class of schools, the greatest percentage of teachers with three years experience or more is found in the largest and smallest size groups.

United States Office
Bulletin No. 17, 1932, p. 74.
The Smaller Secondary School. Bulletin No. 17, 1932, p. 74. United States Office
of Education, Washington, D. C., 1932.
* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. The Smaller Secondary School. Bulletin No. 17, 1932, p. 74.
† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.
‡ No six-year schools were found that enrolled fewer than 40 pupils.

8. Tenure of Teachers

The data presented on the tenure of high school teachers in Kentucky show that the typical teacher remains only a short time in one school system. This is clearly illustrated in Table XXVII. Although the median tenure of the teachers in the four and six-year schools is low, it is twice the median tenure of the teachers in the unselected four-year schools.

In the four and six-year schools enrolling more than 300 pupils, the median tenure of the teachers is somewhat greater than the median tenure in the smaller size groups. The tendency is for tenure to increase as the size of the school increases. If the four-year schools enrolling fewer than 40 pupils (Group IA) are excluded, there are practically no differences between the four and six-year schools, taken as a whole, with respect to the tenure of the teachers.

Of the teachers in the four-year schools, two out of every five have been in their present positions one year or less. This is about the same percentage as is found in the six-year schools and the unselected four-year schools. In all three classes of schools with enrollments under 75, approximately one-half the teachers have been in their present positions one year or less. In the larger schools this percentage decreases, but even in those schools enrolling more than 300 pupils, this percentage is too great. The percentage of the teachers who have been in their present positions more than three years increases steadily as the size of the school increases. The percentage of the teachers with tenure of three years or more is approximately the same for all size groups of the four and six-year schools enrolling less than 300 pupils. In the larger schools, a difference is noticed in favor of the four-year schools. The four and six-year schools are superior in this respect to the unselected four-year schools.

The median tenure of the high school teachers in Kentucky is much shorter than is desirable. The least desirable situation is found in those schools enrolling less than 75 pupils where more than one-half the teachers each year are new to their position. The data also show that in the smaller schools there is less permanency. Under these conditions it is impossible to develop continuous and constructive educational policies and programs or put into operation effective plans of supervision of instruction.

9. Teaching Load

The "teaching load" for the teachers in Kentucky is found by multiplying the number of pupils taught each day by the number of days taught. (See Table XXVIII.) This is not the most accurate measure of the teaching load, but it does indicate the varying amount of classroom duties in the various size high schools of the state. As in Table XIX on the teaching load of the principals, the study halls have not been included in the total load. A better measure of the teaching load would be a combination of this table with one in which the number of different subjects taught had been tabulated. This would make it possible to determine the amount of preparation each

teachers in short time XXVII. d six-year ens in the 100 pupils, the median tenure to ear schools, there are ools, taken every five is is about d the use- ith enroll- ve been in schools this more than f the teach- three years percentage proximately his enrolling s noticed in schools are

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TABLE XXVII

Distribution of 823 Teachers of the Four-Year High Schools and 1,176 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,846 Teachers of the Unselected Four-Year High Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Number of Years in Their Present Position.

Number of Years	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
16-up			2	8	11	21	1	2	6	14	23	1		4	12	25	42
11-15		2	11	16	17	46		16	16	29	61		4	5	9	31	49
6-10	4	16	28	59	44	151	2	68	56	104	230		10	32	56	112	210
5	2	4	17	12	8	43	4	30	22	42	98	5	8	10	25	39	87
4	2	17	9	23	15	66	3	33	28	30	94	6	12	27	44	48	137
3	4	12	18	15	10	59	3	29	23	23	78	13	20	43	62	66	204
2	6	23	29	32	13	103	2	61	37	43	143	28	37	57	99	110	331
1	5	33	22	43	13	121	13	96	46	42	197	49	55	97	114	150	465
First year	10	57	52	75	19	213	17	100	78	57	252	23	34	69	98	97	321
Total	33	169	188	283	150	823	45	435	312	384	1,176	125	180	344	519	678	1,846
Median	2.3	1.7	2.7	2.7	5.6	2.8	1.4	2.4	2.9	4.9	2.9	.8	1.0	1.1	1.4	1.8	1.4
Percentage 1 year or less	45.5	56.2	39.1	41.7	21.3	40.6	66.7	45.1	39.7	25.8	38.2	57.6	49.4	48.2	40.8	36.4	42.5
Percentage more than 3 years	24.8	23.1	35.5	41.3	70	39.7	22.2	34.2	41	57	43	9.6	18.9	22.7	28.1	37.6	28.4

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, p. 75. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

TABLE XXVIII

The Teaching Load of 832 Teachers of the Four-Year High Schools and 1,124 Teachers of the Six-Year High Schools of Kentucky, 1935-36, the Teaching Load Being Equal to the Number Pupils Taught Each Day Multiplied by the Number of Days Taught.

Load	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
801-or more		1	10	13	26	50	1	38	53	55	147
701-800		3	13	44	34	94		65	26	84	195
601-700	1	18	39	75	43	176	2	83	60	71	216
501-600	1	33	45	62	27	168	8	114	41	49	212
401-500	6	44	45	36	17	148	15	79	28	32	154
301-400	12	51	19	17	10	109	9	36	18	22	85
201-300	9	11	8	19	6	53	7	11	8	16	42
101-200	4	1	3	7	4	19		6	19	32	57
100 or below		7	4	4		15		4	5	7	16
Total	33	169	186	277	167	832	42	436	278	368	1,124
Median	330	457	532	582	646	536	434	572	634	637	594

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

teacher is compelled to make daily. It was impossible to get this latter information from the reports used in this study. If the data in this table is compared with the data in Table VIII, in which the median size of the classes in each size group is given, a better understanding of the teaching load of the teachers is reached.

In the four-year schools, the number of pupil hours per week in the smallest group of schools (Group IA), is about one-half the number of pupil hours per week in the largest group of schools (Group IIIB). Considering the size of the classes in the various size groups of the four-year schools, the increase is from more than five classes per day in schools enrolling less than 40 pupils (Group IA), to a little more than four classes per day in the largest size group of schools (Group IIIB). The decrease in the number of classes taught per day is consistent throughout the various size groups. This interpretation seems to indicate that the number of periods of classroom instruction decreases as the size of the school increases.

In the six-year schools enrolling more than 150 pupils, the approximate number of classes taught by each teacher is one less per day than those taught by teachers in schools enrolling fewer than 150 pupils. The teaching load in the smaller six-year schools is greater than in the corresponding four-year schools.

Comparing the two classes of schools, it is noted that the teaching load is greater in the six-year schools. Since the load is exclusive of study halls, it would indicate that in the six-year schools a greater percentage of the teachers' time is devoted to classroom instruction.

The study of the principals of these schools showed a decrease in the teaching load with the increase in the size of the school. In other words, the teachers in the larger schools tend to teach more and the principals teach less, than in the smaller schools.

10. Relation of Preparation to Instructional Duties

The high schools in Kentucky have been accused of employing or assigning teachers to teach in fields in which they have not had sufficient preparation. A major, as used in this study, is defined by the State Department of Education as being twenty-four semester hours in one field. A minor consists of eighteen semester hours. Most institutions preparing high school teachers insist that their graduates have one major and two minors. The first minor must be related to the major field of work. The eighteen semester hours of education required for a degree cannot be counted as a minor.

The relation of the teachers' preparation and their teaching duties is shown in Table XXIX. The six-year schools indicate a slight

TABLE XXIX

The Per Cent of 755 Teachers in the Four-Year High Schools and 1,184 Teachers of the Six-Year High Schools of Kentucky, 1935-36, Who Are Teaching in Their Major Field of Preparation, Their Minor Field of Preparation or Other Fields.

Field	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†				
	Group*						Group*				
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12
Teaching in major field	43.0	48.5	58.3	67.0	63.0	55.9	58.4	58.0	68.8	62.3	61.9
Teaching in minor field	33.9	26.3	28.3	22.9	22.8	26.9	21.5	25.3	20.0	27.8	23.7
Teaching in other fields	23.0	25.1	13.4	10.0	14.1	17.1	20.0	16.6	11.2	9.8	14.4
Total	33	170	193	193	166	755	43	445	317	379	1184

* Group IA, 40 or fewer pupils; Group IB, 41-75 pupils; Group II, 76-150 pupils; Group IIIA, 151-300 pupils; Group IIIB, more than 300 pupils.

† No six-year schools were found that enrolled fewer than 40 pupils.

superiority to the four-year schools with respect to the percentage of teachers teaching in their major fields of preparation. In the four-year schools enrolling fewer than 75 pupils, less than 50 per cent of the teachers are teaching in the fields in which they majored in college. The six-year schools, as a class, correspond in this respect very closely to those four-year schools enrolling more than 75 pupils.

Since the percentage of teachers teaching in their major field of preparation increases with the increase of enrollment, it is natural

that the percentage of teachers teaching in their minor or other fields decreases with increased enrollment. There is a gradual decrease in the percentage of teachers teaching in the minor or other fields as the size group of both classes of schools increases. One exception to this tendency is noted in the six-year schools. In the six-year schools enrolling more than 300 pupils (Group IIIB), more than one out of every four teachers are teaching in their minor fields of preparation. As a class, the six-year schools have the smallest percentage of teachers teaching in fields other than their major or minor preparation.

On the whole, the teachers in the six-year schools seem to be better placed according to their preparation. This condition compares favorably with the situation found in the larger four-year schools.

11. Salary

The data on the salaries of the teachers in the four and six-year schools of Kentucky offer one explanation for the brief tenure in these schools. More than one-half of the teachers in these schools, as shown in Table XXX, are receiving less than \$1,000 a year. The median salary of the teachers in the four-year schools for the year 1935-36 was \$933, and in the six-year schools the median salary was \$921. A marked increment is noted for each group of larger schools in both classes of schools.

In the four-year schools enrolling fewer than 150 pupils the median salary is \$200 less per year than the median salary for the teachers in schools enrolling more than 150 pupils. The difference between the median salary received by the teachers in schools enrolling 40 or fewer pupils (Group IA), and the median received by teachers in schools enrolling more than 300 pupils (Group IIIB), is approximately \$350. One out of every four teachers in the four-year schools receives \$800 or less a year. In the smallest group of schools (Group IA), 25 per cent of the teachers receive less than \$650 per annum.

Although the median salary of the teachers in the six-year schools is less than the median salary of the teachers in the four-year schools, the range of median salaries in the six-year schools enrolling fewer than 75 pupils is lower than the corresponding group of four-year schools. The median salary of the teachers in the six-year schools enrolling between 150 and 300 pupils is approximately \$100 less than the median salary of the corresponding size group in the four-year schools. In the six-year schools, one out of every four teachers receives less than \$800 a year.

Comparing the four and six-year schools in Kentucky with the unselected four-year schools, it is noted that the median salaries of the teachers in Kentucky are very low. The median salary of the teachers in the unselected four-year school, taken as a whole, is more than \$500 greater than the median salary of the teachers in the four and six-year schools. The median salary received by the teachers in the four and six-year schools is approximately \$350 less than the lowest 25 per cent of the salaries received by teachers in the unselected

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TABLE XXX
Distribution of 809 Teachers in the Four-Year High Schools and 1,109 Teachers of the Six-Year High Schools of Kentucky, 1935-36, and of 1,860 Teachers of the Unselected Four-Year Schools as Reported by the National Survey of Secondary Education, 1932,* According to the Salaries Received

Salary Range	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group†						Group†					Group†					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
\$3,000-up					1	1			1		1					7	8
\$2,900-\$2,999				1	1	2									1	2	5
\$2,800-\$2,899																4	11
\$2,700-\$2,799														1	5	6	11
\$2,600-\$2,699					1	1									3	6	20
\$2,500-\$2,599																10	38
\$2,400-\$2,499													3	1	2	7	27
\$2,300-\$2,399														1	1	18	38
\$2,200-\$2,299			2			3			2						4	14	27
\$2,100-\$2,199			1			1									2	14	42
\$2,000-\$2,099			2	1	1	4		1							2	17	33
\$1,900-\$1,999					1	1		1								14	69
\$1,800-\$1,899		2		4	1	7		4		5				3	12	25	70
\$1,700-\$1,799				2	3	7							2	18	28	56	110
\$1,600-\$1,699		2	2	3	2	7								6	28	62	105
\$1,500-\$1,599		2	3	4	1	10								5	32	83	145
\$1,400-\$1,499			9	14	8	31	1	3	3	11	18		17	11	49	67	194
\$1,300-\$1,399			2	8	10	41		8	3	9	20		19	43	62	81	194
\$1,200-\$1,299	1		3	6	14	25		4	16	23	43		29	31	60	69	297
\$1,100-\$1,199			4	7	21	19		9	24	42	75		23	17	31	22	31
\$1,000-\$1,099			5	20	23	49		24	47	67	133		4	14	23	19	112
\$900-\$999		1	16	24	54	45	2	52	49	44	147		8	13	13	5	59
\$800-\$899		5	35	39	62	148	10	120	40	42	212		4	4	14	5	42
\$700-\$799		16	51	39	36	142	15	121	68	32	236		6	4	1	14	23
\$600-\$699		5	25	11	12	53	6	30	9	13	58		4	3	1	5	9
\$500-\$599		6	7		1	14		5	2	7	12				1		10
\$400-\$499						2		3	3	7	12						4
\$399-below					2	2		3	6	2	9						

TABLE XXX—Continued.

Salary Range	Four-Year Schools, Kentucky						Six-Year Schools, Kentucky†					Unselected Four-Year Schools					
	Group‡						Group‡					Group‡					
	IA	IB	II	IIIA	IIIB	Total	IB	II	IIIA	IIIB	Total	IA	IB	II	IIIA	IIIB	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total	34	154	174	275	172	809	34	405	289	381	1,109	123	188	344	522	683	1,860
Median salary	\$738	\$788	\$895	\$1,089	\$1,078	\$933	\$773	\$834	\$967	\$1,087	\$921	\$1,233	\$1,316	\$1,383	\$1,482	\$1,668	\$1,479
First quartile	\$640	\$713	\$783	\$828	\$934	\$801	\$717	\$749	\$773	\$914	\$781	\$1,109	\$1,147	\$1,243	\$1,295	\$1,436	\$1,296

* Ferriss, Emery; Gaumnitz, W. H.; Brammell, Roy. *The Smaller Secondary School*. Bulletin No. 17, p. 81. United States Office of Education, Washington, D. C., 1932.

† Group IA, 40 or fewer pupils; Group IB, 41–75 pupils; Group II, 76–150 pupils; Group IIIA, 151–300 pupils; Group IIIB, more than 300 pupils.

‡ No six-year schools were found that enrolled fewer than 40 pupils.

four-year schools. The teachers in the high schools of Kentucky were found to be better prepared and to have had more experience than the teachers in the unselected four-year schools. Considering this fact, the teachers in Kentucky are paid, comparatively speaking, extremely low salaries.

The evidence on salaries indicates that the salary situation improves slightly as the size of the school increases. Again a cause for the short tenure in the smaller schools is found, since prepared and capable teachers will naturally seek the positions paying better salaries.

12. Summary

The data in the present study of the teachers in the four and six-year high schools in Kentucky show by comparisons some interesting facts. The general and professional preparation of the teachers in the high schools of Kentucky is superior to the preparation of the teachers in the corresponding size groups of schools throughout the United States. A greater percentage of teachers is found who received their highest degrees prior to 1926. In both classes of schools, 90 per cent of the teachers have received their degrees since 1926. The evidence showed that more than one-half of the high school teachers in the state received their higher education in state-supported institutions. Not only are the teachers in the larger schools better trained but they have had more experience. The tenure of the teachers in Kentucky is, comparatively speaking, high, but the tenure is longer in the larger high schools. The daily teaching load of teachers in the small schools is greater than for teachers in the large schools. As would be expected, the teachers in the larger schools teach more pupils per week. About one out of every four teachers in the four-year schools majored in education during his college career. In the six-year schools, this proportion is not quite as great. In both classes of schools more than 50 per cent of the teachers teach in fields in which they have had major preparation. The teachers in the high schools of Kentucky receive extremely low salaries, according to comparisons made with teachers in corresponding size schools throughout the United States. Considered as a group, the median salary of the teachers in the high schools throughout the United States is approximately \$500 greater than the median salary for high school teachers in Kentucky. One out of every four high school teachers in Kentucky received less than \$800 per year.

In conclusion, the evidence shows that the teachers in Kentucky, comparatively speaking, are well-prepared, have relatively long tenure, and are very poorly paid. These conditions are more pronounced in the smaller schools.

Chapter V

SUMMARY AND RECOMMENDATIONS

1. Summary

The present study is based on information gathered at the State Department of Education, Frankfort, Kentucky, with regard to the organization and the personnel of 457 four-year and six-year high schools in Kentucky. Both classes of schools were well distributed over all size groups throughout the different areas of the state. This study should well represent some characteristic problems in the high schools of Kentucky. It is the purpose of this chapter to present a general summary of the findings and to indicate the problems shown by the data presented in detail in this study. It will also be the purpose to set forth recommendations concerning these problems.

The information on the relation between the size of the schools and the number of pupils per teacher reveals an interesting fact. The data show that in those schools enrolling fewer than 75 pupils, the average number of pupils per teacher is low. In those schools enrolling more than 75 pupils, the average number of pupils per teacher approaches or equals the ratio of 25 to 1, which is generally recognized as desirable and which is suggested by the State Department of Education in Kentucky. The six-year schools enrolling between 75 and 100 pupils show a greater pupil-teacher ratio than is found in corresponding size four-year schools. The data show that the schools enrolling fewer than 75 pupils cannot economically extend their curriculum offerings much beyond what is now being offered. Unless these smaller schools develop a different organization of subject matter so as to reduce the total number of subjects taught each year, or unless they devise some method that would enable one teacher to handle successfully two or more subjects at the same time, these smaller schools are forced to offer a meager program or to overload the teachers, or both. This problem becomes more serious as the demands for new subjects become greater and the schools continue to operate under the present rigid academic curriculum requirements.

The data on library service show that full-time librarians are seldom employed in schools with enrollments under 150 pupils. In those schools enrolling more than 150 pupils, there are full-time librarians employed in half the cases. The employment of part-time librarians represents the typical practice in the smaller high schools. As a class, the six-year schools are slightly superior to the four-year schools in the median number of periods per day that the library is available to the students. In the six-year schools enrolling more than 150 pupils, the superiority is considerable as compared with the four-year schools of the same size.

With regard to retention, the study shows that the smaller high schools retain those who enter as well as or better than do the larger

schools. In both classes of schools enrolling fewer than 150 pupils, a greater number of pupils were enrolled in the twelfth grade for each 100 enrolled in the ninth grade than were found in those schools enrolling more than 150 pupils. This fact indicates a slightly greater holding power in the smaller schools of both the four and six-year plan of organization.

The data on preparation of principals and teachers in the high schools of Kentucky indicate, when compared with the National Survey of Secondary Education, a slight superiority of the principals and the teachers in Kentucky. One principal out of every five of the schools studied has a Master's degree. It is interesting to note in this connection that the proportion of the principals holding Master's degrees increases markedly with each increase in the size of the schools. As a class, the principals of the six-year schools are better prepared than those of the four-year schools. This superiority holds true for all size groups of schools.

The information on the number of semester hours of preparation in professional subjects indicates that the principals of the high schools in Kentucky have gone beyond the minimum amount suggested by the State Department. The median number of semester hours of professional preparation is almost constant in the various size groups of both classes of schools, with the exception of those six-year schools enrolling more than 300 pupils. In this group of schools, the preparation of 90 per cent of the principals exceeds the median number of semester hours preparation of the principals of both classes of schools. All the evidence on professional preparation indicates that the principals of the smaller high schools are as well prepared as those in the larger schools.

Almost 90 per cent of the teachers in the high schools of Kentucky hold the Bachelor's degree. This proportion is greater than is found in the schools of the corresponding size throughout the United States. The proportion of teachers holding a Bachelor's degree is greater in the six-year schools than in the four-year schools. The median amount of preparation in professional subjects in the case of the teachers is about the same in both classes of schools, or approximately twenty-four semester hours. This amount of preparation is somewhat greater than is found to be true of the teachers studied in the National Survey of Secondary Education. With regard to extent of total preparation and the amount of preparation in professional subjects, the teachers in the larger schools are slightly superior to the teachers in the smaller schools.

The data clearly indicate that more than one-half of the teachers and principals in the schools of Kentucky receive their professional preparation in Kentucky state-supported institutions. The proportion of principals and teachers educated by the state teachers colleges decreases steadily with increased enrollment of the schools.

The evidence on tenure of both principals and teachers indicates that it is too short. The medium tenure of the principals in both classes of schools is approximately three and one-half years. In both classes of schools, the length of tenure increases steadily as the school

increases in size. Among the principals of both classes of schools with 75 pupils or fewer, approximately one out of every four principals is new to his position, while almost three principals out of five had been in their positions less than three years. The evidence clearly indicates that the larger schools are superior to the smaller ones with respect to the tenure of the principals.

The tenure of the teachers in the high schools of Kentucky is short, the median tenure being less than three years. This tenure is longer than is found in schools of corresponding sizes throughout the United States. In both classes of schools the tenure is longer in the larger schools. More than half of all the teachers in both four and six-year schools enrolling fewer than 75 pupils have been in their present positions one year or less. This tenure situation warrants serious consideration, especially in those schools with enrollments under 75 pupils.

The data show that the teaching load of both principals and teachers in the high school is heavy as measured by the number of classes taught per day. In the case of the principals, this load is especially heavy in the smaller schools, where in many cases the principal teaches each period of the day. The more desirable teaching load is found in the larger schools.

In both the four and six-year schools, salaries of the principals increase steadily and rather markedly with the increase of school enrollments. The median salary of the principals of the six-year schools enrolling more than 300 pupils is greater than the median salary of the principals in any other group of schools. In this study of salaries of principals, a significant fact is noted. In the first place, the difference in the salaries received by principals of the smaller schools as compared with those received by principals of the larger schools is sufficiently marked to explain the superior preparation, greater amount of experience, and longer tenure of the principals of the larger schools. On account of the low salaries paid in the smaller schools, capable and well prepared principals of these smaller schools tend to shift as rapidly as possible to the larger schools where better salaries and more desirable working conditions are found. This presents one of the serious problems of the smaller schools.

The data on salaries received by the teachers indicate an explanation for the brief tenure of teachers in Kentucky. These low salaries are not confined to the smaller schools, but it is in the smaller schools that the comparatively poorly paid teachers are found. The median salary for all teachers in the four and six-year schools is slightly more than \$900 per year. As in the case of the principals, the median salary of the teachers improves in each group of larger schools, but the increments are much smaller than in the case of the principals.

It may be said in conclusion that the evidence on the administrative and teaching staff shows the larger schools, as a class to be superior to the smaller schools.

2. Recommendations

This study has indicated very clearly the general superiority of the larger schools over the smaller schools. The majority of the high schools in Kentucky are of the smaller type of schools, those enrolling fewer than 150 pupils. It is generally conceded that all children of the state should have equal opportunity for an adequate education. In Kentucky this may be done in one of two ways: first, increasing the efficiency of the schools by the granting of state funds to those communities unable to finance good schools; second, by consolidation of the extremely small schools into central one large enough to provide an adequate program.

This study has not attempted to determine the financial resources available to the high schools in the state in order to find whether one group of schools is better off financially than are others. It is almost certain that the larger schools are superior in this respect. Assuming this to be true, it becomes an obligation of the state to provide additional funds to aid those communities that are financially unable to maintain good schools.

This study shows that there are many very small high schools in Kentucky. The conclusion from this study is that size is an important factor in making for constructive differences among schools. The implication is that the number of very small schools should be kept as low as possible. In some parts of the state there are sparsely settled areas in which consolidation would not be practical or economical, but these conditions are not typical. Many of the small high schools could be consolidated since the advent of good roads and safe and rapid means of transportation. The basic assumption should be that it is easier to provide a good school where a sizable enrollment is assured, and that to maintain a good school with a very small enrollment is always a difficult and often an impossible task.

3. Problems for Future Study

- a. To study the possibilities of the equalization of secondary educational opportunities by the appropriation of state funds for that purpose.
- b. To study the possibilities of equalization of secondary educational opportunities by the consolidation of several small high schools into one centrally located high school.
- c. To study the relation of the financial resources of the small high schools to the experience, tenure, and salary of the high school staff.

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APPENDIX A
ANNOTATED BIBLIOGRAPHY

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... School ...
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... are given ...
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A study of the experience, preparation, and tenure of the teachers in the small high school, the curriculum and extra-curricular program. A defense of the complaints and criticisms against the small high school.

15. Stuart, M. H. "What Should be the Size of the Secondary School for Maximum Efficiency?" *School Life*, Vol. 14, pp. 191-3 (June, 1929).

The majority of the high schools are too small to meet community needs. Only in large schools can differentiation be achieved economically. Principals of large schools cannot know all pupils but can so organize the school that someone does. Mounting enrollments are making education for the masses possible.

16. Waller, Jesse. *Tenure and Transiency of Teachers in Kentucky*. Contributions to Education, No. 60, George Peabody College for Teachers, Nashville, Tennessee, 1929.

Reasons given by teachers in Kentucky for leaving one school to go to another.

17. Wiggins, D. M., and Spaulding, F. T. "When Are High Schools Too Small?" *School Review*, Vol. 41, pp. 585-95 (Oct., 1933).

Schools with eight or more teachers are not seriously handicapped. Number of teachers tend to determine the number of subjects taught rather than the number of teachers. Investigated 495 four-year high schools with enrollment between ten and one hundred and fifty. Number of teachers between three and fourteen were found in these schools.

18. Wiggins, D. M. "Maladministration in Small High Schools." *Junior-Senior High School Clearing House*, Vol. 9 (Nov., 1934).

Many high schools are too small for effective service because they suffer from maladministration. The schools' smallness alone does not offer sufficient explanation for the large number of malpractices which exist therein.